

**B.Ed. 2<sup>nd</sup> YEAR**

**PAPER XIV**

## **INCLUSIVE SCHOOL**

**Unit : 1 to 8**

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**Paper XIV**  
**INCLUSIVE SCHOOL**

**Marks: 50 (40 + 10)**

**Course Objectives:**

*The student teachers will be able to:*

1. Understand the concept, nature and types of disabilities
2. Identify the characteristics and need identification of different types of disabled children.
3. Understand the concept, nature and approaches of inclusion in education.
4. Understand and reflect on models of inclusion in education.
5. Acquire knowledge and understanding about the provisions made for disabled children under SSA and RTE Act, 2009.
6. Understand different pedagogical and assessment techniques for inclusion of CWSN.
7. Employ different pedagogical approaches for inclusion of CWSN in regular schools.
8. Develop skills related to creation of disabled-friendly environment and inclusive culture in the schools.
9. Apply various approaches for assessment of knowledge and skills of CWSN.
10. Design & apply remedial instruction procedures for enhancing learning among CWSN.

**Disabilities and Inclusion in Education**

**UNIT-1** Concept and Nature; Disabled Children: Types, Characteristics and their Identification.

**UNIT-2** Inclusion in Education: Meaning, Need, Scope and Advantages.

**UNIT-3** Constitutional Provisions for Inclusion in Education: Sarva Shiksha Abhiyan and Right to Education Act, 2009; Infrastructural Facilities required for Inclusion in Schools; Resource Room: Concept and Material Required.

**UNIT-4** Approaches to Inclusion: Full Inclusion and Partial Inclusion; Models of Inclusion: Consultant Model, 3 Dimensional (3D) Model of Inclusion; Ways of Ensuring Community / Parents' Participation in Creating Inclusive Schools.

**Pedagogical and Assessment Approaches for Creating Inclusive Schools**

**UNIT-5** Pedagogical Approaches for CWSN: Curriculum Adaptation, Activity-based Learning, Developing/Using Specially Designed Resource Materials, Collaborative and Cooperative Learning, Team Teaching; Means of Creating Disabled-Friendly Environment in Schools.

**UNIT-6** Assessment Approaches for CWSN: Observation, Continuous and Comprehensive Assessment (Formative and Diagnostic Assessment); Assessment of Group and Collaborative Learning.

**UNIT-7** Identifying Barriers to Learning and Participation of CWSN.

**UNIT-8** Means of Providing Remedial Instruction and Feedback; Role of School Head and Teachers in Evolving Inclusive Practices and Developing Inclusive Values.

**Activity (Any one of the following):**

1. Visit a primary school in your locality and identify the pedagogical practices employed by the teachers for inclusion of CWSN. Prepare a detailed report highlighting pedagogical practices, their relevance and difficulties faced by teachers.
2. Visit a School where resource room has been established by the State Govt. Interact with the incharge of resource room and prepare a report highlighting its layout, types of equipments and their usage by the teachers for imparting education in inclusive settings.
3. On the basis of interaction with school teachers and parents of disabled children, explain the major social and psychological barriers in the way of educational inclusion of CWSN. Prepare a detailed report by suggesting certain measures for improvement.

**Suggested Readings:**

Alur, Mithu and Bach, Michael (2009), The Journey for Inclusive Education in the Indian Sub-Continent. NewYork: Routledge.

Booth, T. and Ainscow, M. (2000), Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.

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Das, Ashima; Das, Shankar and Kattumuri, Ruth. (2013), Inclusive Education: A Contextual Working Model. New Delhi: Concept Publishing Company.

Friend, M. and Bursuck, W. D. (1999), Including Students with Special Needs: A Practical Guide for Classroom Teacher. Boston: Allyn and Bacon.

Mangal, S. K. (2009) Educating Exceptional Children: An Introduction to Special Education. New Delhi: Prentice Hall.

Puri, Madhumita and Abraham, George. (2005), Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publications.

Stainback, S. and Stainback, W. (1991), Teaching in the Inclusive Classroom: Curriculum Design, Adaptation and Delivery. Baltimore: Brookes.

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

## UNIT- 1

### Disability; Disabled Children: Types and Their Identification

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#### Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Disability: Concept, Nature And Types of Disability

#### Self Check Exercise-I

- 1.4 Identification, Assessment and Early Intervention of Disabled Children

#### Self Check Exercise-II

- 1.5 Summary
  - 1.6 Glossary
  - 1.7 Answer to Self Check Exercises
  - 1.8 References
  - 1.9 Terminal Questions
- 

#### 1.1 Introduction

A disability is a condition or function that is significantly impaired compared to the typical standard of an individual or group. The term encompasses various aspects of individual functioning, including physical, sensory, cognitive, and intellectual impairments, as well as mental illnesses and chronic diseases. Children who require specialized support and accommodations beyond those needed by their peers are referred to as children with special needs. Every classroom consists of students with diverse abilities, making it essential to recognize and embrace this diversity. At some point during our school or college years, each of us has encountered a need for special support. This lesson will explore the definitions, causes, types, identification, assessment, and early intervention strategies for the children with disabilities in school settings.

#### 1.2 Objectives

By the completion of this lesson, students will be able to:

- Recognize and describe the key characteristics of various disabilities in children.

- Explain the underlying causes of different types of disabilities.
- Understand and outline the assessment methods used for children with disabilities.
- Discuss the importance and impact of early intervention in supporting children with disabilities.

### 1.3 Disability: Concept, Nature and Types of Disability and Disabled Children

Disability is a multifaceted experience that affects individuals in different ways. It can impact the body's structure and function, limit activities, and restrict participation in various aspects of life. Accordingly, disability is classified into three dimensions:

- **Impairment:** Affecting body structure or function.
- **Activity limitations:** Restricting the ability to perform tasks.
- **Participation restrictions:** Limiting involvement in social or daily activities.

Additionally, physical and social environmental factors play a crucial role in influencing disability outcomes.

#### Definition and Perspectives on Disability in India

In India, different definitions of disability have been established primarily following the medical model, which focuses on identifying abnormalities or pathological conditions. Due to the lack of a standardized framework based on the social model, there is no unified evaluation method for assessing disabilities. Commonly, terms such as "disabled," "handicapped," "physically challenged," and "crippled" are used interchangeably, often emphasizing the medical aspect rather than the social implications.

The **World Health Organization (WHO)** suggests shifting from the term "disability" to "difficulties," referring to challenges in seeing, hearing, communication, movement, and learning. To better understand children with special needs, it is essential to differentiate terms such as **impairment, disability, and handicap**, as outlined by WHO:

- **Impairment:** A structural loss or abnormality.
- **Disability:** A functional limitation resulting from impairment.
- **Handicap:** A social disadvantage caused by impairment or disability.

## **Legal Definition Under the Persons with Disability Act, 1995**

The **Persons with Disabilities i.e. Equal Opportunities, Protection of Rights, and Full Participation Act, 1995** defines a "**person with disability**" as an individual with at least 40% of a specified disability, certified by a recognized medical authority. The Act categorizes disabilities as follows:

### **1. Blindness:**

- Total absence of sight.
- Visual acuity of 6/60 (20/200) or worse in the better eye despite correction.
- Restricted field of vision to an angle of 20 degrees or less.

### **2. Low Vision:**

- Impaired visual functioning even after treatment or corrective measures but still capable of using vision with assistive devices.

### **3. Leprosy-Cured Persons:**

- Individuals cured of leprosy but experiencing loss of sensation in hands, feet, or eyes.
- Those with deformities who can still engage in economic activities.
- Severe physical deformities preventing gainful employment.

### **4. Hearing Impairment:**

- Hearing loss of 60 decibels or more in the better ear in the conversational frequency range.

### **5. Locomotor Disability:**

- Disabilities affecting bones, joints, or muscles, leading to significant movement restrictions.
- Includes conditions such as cerebral palsy.

### **6. Mental Retardation:**

- A condition characterized by arrested or incomplete mental development, marked by below-average intelligence.

### **7. Mental Illness:**

- Refers to any mental disorder other than the mental retardation.

Now, let us discuss about types of disability and disabled children:



## **Types of Disability and Disabled Children**

### **1. Cognitive or Mental Disability:**

This refers to limitations in mental functioning and essential skills like communication, self-care, and social interactions. Children with cognitive disabilities develop and learn at a slower pace than their peers. They may take longer to speak, walk, or manage personal needs such as dressing and eating. Although they are capable of learning, it takes more time, and some concepts may be beyond their grasp.

A child with an intellectual disability has below-average intellectual potential and experiences delayed cognitive development. The severity of the disability can range from mild to profound and typically manifests during early childhood.

A person with a mental disability may struggle to understand routine instructions and perform daily activities like others of the same age. Common behaviors may include talking to oneself, unexpected laughter or crying, staring, aggression, fear, or suspicion without cause. These activities include speech, self-care (such as hygiene, dressing, and eating), household responsibilities, and social skills.

Mental disabilities are classified into two categories:

- **Mental Retardation:** If the condition appears before the age of 18 and includes delays in speaking, sitting, standing, or walking, the individual is categorized as mentally retarded.
- **Mental Illness:** Those who develop cognitive impairments later in life fall into this category.

The general timeframes for developmental milestones are:

- **Sitting:** before 1 year
- **Walking:** before 2 years
- **Talking:** before 3 years

The Persons with Disabilities (PWD) Act distinguishes between mental retardation and mental illness as separate disabilities.

**a) Definition:**

The term "cognitive disability" has replaced outdated terms like "mental retardation" to avoid negative stigma. A cognitively impaired child's IQ is below average. Some children can integrate into mainstream education with support, while others with more severe impairments may only be trainable for basic skills.

**b) Causes:**

Some of the primary causes of cognitive disabilities include:

- Infections and toxins (e.g., rubella, syphilis, meningitis)
- Physical trauma (e.g., accidents, birth injuries, lack of oxygen)
- Metabolic and nutritional factors (e.g., phenylketonuria)
- Brain diseases (e.g., tumors)
- Prenatal factors (e.g., hydrocephalus, microcephalus)
- Chromosomal abnormalities (e.g., Down syndrome)
- Psychiatric disorders (though rarely cited as a direct cause)

**c) Impact on Development:**

Children with cognitive disabilities may struggle with memory, awareness, problem-solving, and language comprehension or expression. The severity varies, from mild difficulties in retaining information to the complete loss of certain cognitive functions, particularly language.

## **2. Hearing Impairment:**

**a) Definition:**

Hearing impairment refers to any level of auditory disorder, while deafness indicates an inability to understand speech through hearing. Children with hearing impairments cannot rely on hearing for communication. Those with mild hearing loss are termed "hard of hearing." A person is considered deaf if sounds need to be amplified to at least 90 decibels (significantly louder than normal speech) to be heard.

Hearing loss is categorized as:

- Sensorineural hearing loss: Damage to the cochlea, auditory nerve, or brain's auditory processing areas, affecting sound interpretation.
- Conductive hearing loss: Damage to the outer or middle ear, preventing sound waves from reaching the cochlea.

A person is classified as having a hearing disability if they struggle to hear normal conversations without a hearing aid. Hearing loss in only one ear is not considered a disability.

Hearing impairments are classified as follows:

- Profound disability: Can hear only very loud sounds, like thunder.
- Severe disability: Can hear speech only when spoken very loudly near the ear.
- Moderate disability: Frequently asks for repetitions or needs visual cues while listening.
- Mild disability: Has some difficulty hearing but manages daily conversations.

#### **b) Causes:**

The primary causes of hearing impairment include:

- Genetics: Accounts for around 50% of cases.
- Environmental factors: Accidents, illnesses, or exposure to toxic drugs.
- Prenatal infections: Rubella or other viral infections in the mother can cause hearing loss in the unborn child.
- Birth complications: Oxygen deprivation during birth may impact hearing.
- Childhood illnesses or infections: Can lead to hearing loss.
- Prolonged exposure to loud noise: Leads to progressive hearing loss.
- Trauma: Skull injuries, ear damage, or tumors can contribute to deafness.

#### **c) Impact on Development:**

Children with significant hearing impairments need extensive training in language and communication skills to succeed academically and socially.

### **3. Speech Impairment:**

**a) Definition:**

Speech impairment covers a range of issues, from articulation difficulties to chronic hoarseness, stuttering, or complete loss of voice. Speech difficulties may also be linked to conditions such as cerebral palsy, hearing impairment, or brain injuries. A person is considered to have a speech disability if they cannot communicate effectively. Stammering alone does not qualify as a speech disability.

**b) Causes:**

Speech impairments can result from:

- Delayed speech development: Often linked to cognitive disabilities, hearing impairments, or behavioral disorders.
- Cleft palate: Structural defects in the mouth can lead to speech difficulties.
- Emotional and psychological factors: Anxiety or trauma can contribute to speech issues.
- Lack of stimulation: Limited social interaction may hinder speech development.
- Behavioral disorders: Conditions like hyperactivity or motor coordination issues may affect speech.

**c) Impact on Development:**

Speech impairments can have negative social effects, particularly for children. They may face bullying, which can lower self-esteem. However, as people mature, they tend to become more understanding of speech disabilities.

**4. Visual Impairment:****a) Definition:**

Visual impairment ranges from mild vision problems to total blindness. The condition is categorized into two broad groups:

- Legally blind: A child with 20/200 vision or worse (after correction) or a visual field less than 20 degrees.
- Low vision: Includes conditions like blurred vision, difficulty distinguishing colors, tunnel vision, or night blindness.

A person is classified as visually disabled if they have no light perception or cannot count fingers from a distance of three meters (10 feet) in daylight, even with corrective lenses.

Visual disabilities are further categorized into:

- Blindness: No light perception or inability to count fingers from one meter away.
- Low vision: Some light perception but inability to count fingers from three meters away.

#### **b) Causes:**

The major causes of visual impairment include:

- Vitamin A deficiency
- Congenital cataracts: Inherited or caused by pregnancy complications.
- Retinopathy of prematurity: Due to excessive oxygen administration in premature infants.
- Age-related cataracts: Treatable with surgery.
- Glaucoma: Increased eye pressure leading to retinal damage.

#### **c) Impact on Development:**

Visually impaired individuals may struggle with tasks that require vision, such as reading, identifying hazards, or using visual displays. Those with color blindness may have difficulty distinguishing color-coded information. Limited eye-hand coordination may also affect their ability to operate devices like a computer mouse.

### **5. Locomotor Impairment**

#### **a) Definition:**

Locomotor impairment refers to a condition that affects a child's ability to move and perform activities at same level as their peers. These children are an integral part of society and, apart from their physical limitations, they do not significantly differ in their psychological makeup from others. While they were once viewed with sympathy or pity, increased social awareness has led to a shift in attitudes, promoting inclusivity and support.

Locomotor impairment includes conditions that result in the loss, absence, or dysfunction of limbs due to causes such as amputation, paralysis, cerebral palsy, joint deformities, or other physical abnormalities. Individuals with deformities like hunchbacks or deformed spines are

also categorized under locomotor disability, even if their mobility is not severely restricted. Additionally, individuals with conditions such as dwarfism or permanent stiff necks are also considered to have locomotor disabilities, even if they do not experience significant mobility challenges.

#### **b) Causes:**

- **Arthritis:** A condition that leads to joint pain, reduced movement, and muscle weakness. Rheumatoid arthritis is a chronic syndrome, whereas osteoarthritis is a degenerative joint disease.
- **Cerebral Palsy (CP):** Damage to the brain's motor areas occurring before full brain development, typically before, during, or shortly after birth. CP is an injury rather than a disease, does not worsen over time, and has no cure.
- **Spinal Cord Injury:** Damage to the spinal cord that results in weakness or paralysis. The severity and location of the injury determine the extent of movement loss.
- **Head Injury (Cerebral Trauma):** Includes concussions, brain stem injuries, skull fractures, hemorrhages, anoxia (lack of oxygen), and post-surgical complications.
- **Stroke (Cerebrovascular Accident – CVA):** Caused by blood clots (thrombosis), bleeding in the brain (hemorrhage), or embolism (a large clot blocking an artery), leading to movement impairments.
- **Amputation or Congenital Limb Loss:** May result from accidents, surgeries due to medical conditions like cancer, or diseases such as diabetes.
- **Parkinson's Disease:** A progressive disorder affecting older adults, leading to muscle rigidity, slowed movement, and tremors, though it does not cause paralysis.
- **Multiple Sclerosis (MS):** A progressive nervous system disorder characterized by the deterioration of nerve insulation, causing coordination and mobility issues.
- **Muscular Dystrophy (MD):** A hereditary condition that causes muscle weakness, loss of control, and difficulty with movement and breathing.

#### **c) Challenges Faced by Individuals with Locomotor Impairments:**

People with locomotor impairments may experience muscle weakness, fatigue, difficulty walking, talking, grasping objects, and performing fine motor tasks. Some individuals with

spinal cord injuries may have complete or partial paralysis. Tasks requiring twisting motions or complex coordination can be particularly challenging.

## **6. Multiple Impairments**

**a) Definition:** Multiple impairments occur when an individual has more than the one type of disability. This is often the result of severe disease, trauma, or congenital conditions. One commonly recognized combination is deaf-blindness, where individuals experience both hearing and vision impairments to an extent that conventional strategies for either condition alone are insufficient. Additionally, individuals with developmental disabilities may have a mix of physical and cognitive impairments, affecting their ability to function in key areas of daily life. For example, diabetes can cause both blindness and loss of sensation in the fingers, making it impossible to read braille. Similarly, cerebral palsy is often accompanied by visual, hearing, speech, or cognitive impairments.

**b) Causes:** The causes of multiple impairments vary and may not always be identifiable. Common contributing factors include:

- Brain injuries or infections before, during, or after birth.
- Growth and nutritional deficiencies at any stage of development.
- Genetic and chromosomal abnormalities.
- Extreme premature birth.
- Poor maternal nutrition and lack of prenatal healthcare.
- Substance abuse during pregnancy, including alcohol, smoking, and drug exposure.
- Exposure to harmful prenatal drugs like thalidomide.
- Severe physical abuse or neglect, which can impact brain development and learning.

## **7. Learning Disabilities**

**a) Definition:** A learning disability refers to a group of neurological conditions that significantly impact an individual's ability to process auditory, visual, or spatial information. These disabilities often occur in children with average or above-average intelligence and can affect basic skills such as reading, writing, and mathematical reasoning.

Key types of learning disabilities include:

- Dyslexia: Difficulty with reading.
- Dysgraphia: Difficulty with writing.
- Dyscalculia: Difficulty with mathematical calculations.

The defining characteristic of a learning disability is the gap between a child's intellectual capacity and their ability to perform academically. Learning disabilities do not include difficulties arising primarily from sensory impairments, intellectual disabilities, emotional disorders, or socio-economic disadvantages.

**b) Causes:** The causes of learning disabilities are not always so clear, but several contributing factors have been identified:

- Heredity: Learning disabilities often run in families.
- Pregnancy and Birth Complications: Brain anomalies, exposure to alcohol or drugs, low birth weight, oxygen deprivation, or premature/prolonged labor.
- Postnatal Factors: Head injuries, malnutrition, and exposure to environmental toxins such as heavy metals and pesticides.

Some specific neurological conditions associated with learning disabilities include:

- Perceptual disorders
- Brain injury
- Minimal brain dysfunction
- Dyslexia
- Developmental aphasia (language processing disorder)

## **8. Emotional and Behavioral Disorders (EBD)**

**a) Definition:** Emotional and behavioral disorders refer to a broad category of psychological difficulties that significantly impact a child's ability to learn and function in social settings. A child with EBD may exhibit one or more of the following characteristics over an extended period, negatively affecting their education:

1. Persistent difficulty learning, unrelated to intellectual, sensory, or health issues.



2. Struggles in forming and maintaining relationships with peers and teachers.
3. Displaying inappropriate behaviors or emotions in normal situations.
4. Persistent feelings of sadness or depression.
5. Developing physical symptoms or irrational fears related to school or personal issues.

Emotional disabilities also include conditions such as schizophrenia, which further impact a child's ability to function socially and academically.

**b) Causes:** EBD can result from both biological and environmental factors.

- Biological Factors: Genetic predisposition, brain chemistry imbalances, or brain injuries.
- Environmental Factors: Exposure to trauma, abuse, neglect, extreme stress, loss of a loved one, or violent surroundings.

### **Self Check Exercise-I**

1. Blindness refers to a condition in which a person suffers from which one of the following conditions...

- A. Total absence of the sight
- B. Visual acuity not exceeding 6/60 or 20/200 in better eye with correcting lenses
- C. Limitation of field of vision subtending an angle of 20 degree or worse
- D. All of the above.

2. As a Persons with Disabilities Act "Disability" not means –

- A. Blindness
- B. High vision
- C. Leprosy-cured
- D. Hearing impairment

3. Which disorders impair functions such as reading and writing...

- A. Dyslexia and Dysgraphia
- B. Dysgraphia and Dyslexia
- C. Dyscalculia and Dysgraphia
- D. Dyslexia and Dyscalculia

4. "Hearing impairment" means loss of the sixty decibels or more in the better ear in conversational range of frequencies.

True/ False

## **1.4 Identification, Assessment and Early Intervention of Disabled Children**

### **Early Identification, Intervention, and Stimulation**

Identifying and intervening early in children under five with disabilities—using suitable technology and techniques—can help prevent secondary impairments and reduce the severity of their challenges. Some parents may worry that labeling their child with special needs could lead to stigma, exclusion, or limitations in participating in regular activities. However, early identification is crucial to ensure that children receive the necessary support to lead fulfilling lives. Teachers play a vital role in this process. They first observe any concerning symptoms in a child, use screening tools, and then refer the child for professional assessment.

### **Early Signs of Developmental Delays in the Young Children**

- No response to loud noises
- Lack of hand discovery or mouth exploration
- Failure to track objects with eyes or turn toward sounds
- Inability to reach for or grasp toys
- Extremely stiff or floppy limbs
- Preference for one side of the body over the other
- Difficulty picking up small objects
- Frequent clumsiness and falls
- Continuous drooling
- Lack of interest in playing with peers
- Inability to follow simple instructions
- Severe separation anxiety when away from the mother
- Fear of strangers
- Inability to throw a ball, run, or jump

- Quickly losing interest in activities

## **1. Identification of Disabilities**

Identifying impairments early can help minimize their impact on a child's functional abilities and prevent them from worsening. The first signs can be noticed at home by parents or in early childhood education centers, schools, healthcare facilities, and specialized camps. Teachers in primary, upper primary, and secondary government schools have a responsibility to identify children with disabilities. Parents and teachers can use checklists for screening and initial identification.

## **2. Assessment of Disabilities**

Early identification and intervention improve school adjustment and performance for children with special needs. Assessment helps determine a child's unique needs, recognizing that some difficulties may be temporary while others require lifelong support. The child's environment and coping mechanisms influence their educational requirements, which must be regularly reassessed. Once parents provide consent, a school team develops an assessment plan, and specialists evaluate the child's needs.

Key Assessment Considerations:

1. Who is the child? – Interests, strengths, likes, and dislikes.
2. What are the child's special needs? – Reasons for receiving special education.
3. Who is in the child's support system? – Family, caregivers, and support network.
4. What are the child's daily routines?
5. What can improve the child's success in different areas?
  - Communication
  - Mobility and movement
  - Social interaction and play
  - Learning and memory
  - Decision-making and independence
  - Peer participation
  - Assisting others

6. Which Individualized Education Plan (IEP) goals should include Assistive Technology?

- Language and communication
- Socialization and play
- Nutrition
- Mobility and posture
- Readiness skills
- Self-help and daily living activities
- Behavior
- Peer interaction ("Circle of Friends" concept)

Assessment Process and Specialists Involved:

Assessment requires collaboration among professionals such as resource teachers, reading clinicians, speech-language pathologists, psychologists, occupational therapists, and others. Each expert assesses specific areas, such as cognitive ability, learning skills, and communication. Teachers may use preliminary questionnaires for initial screening. Once assessments are complete, schools meet with parents to explain findings, discuss recommendations, and make decisions collaboratively. A written report is shared with parents, teachers, and relevant professionals.

### 3. Early Intervention

Early intervention (EI) services provide targeted support for young children with special needs, aiming to reduce the impact of their condition. Services such as speech, physical, and occupational therapy can be provided at home or in clinical settings. Early support helps minimize developmental delays, potentially reducing the need for long-term interventions. If therapy is still required when the child reaches school age, specialized remedial schools integrate it into the curriculum.

Importance of Early Intervention:

1. Supports Child Development – Enhances cognitive, social, and emotional growth.
2. Aids Family Support – Helps caregivers understand and assist the child's needs.
3. Encourages Independence – Equips the child with skills for societal participation.

### Key Intervention Activities:

- Designing an intervention plan
- Collaborating with parents
- Developing appropriate media and materials
- Utilizing Assistive Technology (e.g., adaptive toys)
- Implementing intervention for a minimum of four weeks
- Evaluating learning outcomes
- Planning next steps for continued support

Interventions can be school- or home-based and should integrate positive behavioral support systems to promote academic and social success. The goal is to provide a range of evidence-based strategies, tools, and assessments that enhance the cognitive, linguistic, social, and emotional skills of children at risk for disabilities.

Since learning needs differ based on individual impairments and abilities, an Individualized Education Plan (IEP) helps structure learning from simple to complex activities. Teachers play a crucial role in observing children and tailoring curricula to meet their unique needs. By identifying, assessing, and intervening early, children with disabilities receive the support necessary to thrive in education and life.

### Self Check Exercise-II

1. Which term refers to the services given to very young children with special needs and with the purpose of lessening the effects of the condition.

- |                       |                      |
|-----------------------|----------------------|
| A. Identification     | B. Assessment        |
| C. Early Intervention | D. None of the above |

2. Early Identification and intervention for young children with the special needs often leads to better school adjustment and.....

- |               |                |
|---------------|----------------|
| A. Assessment | B. Performance |
| C. Evaluation | D. Achievement |

3. Intervention helps to promote the child's development because it is a support system not only for the child but also for the family and finally it gives the child the abilities to become a function member of society. True/ False

## 1.5 Summary

This lesson explored the meaning and nature of disability, highlighting the characteristics of various types of disabilities and their underlying causes. It emphasized the importance of early identification, assessment, and intervention in ensuring that children with disabilities receive the necessary support. By addressing their needs at an early stage, these children can be better integrated into mainstream education and society, improving their overall development and quality of life.

## 1.6 Glossary

**Disability:** A disability is a condition or function judged to be significantly impaired relative to the usual standard of an individual or group.

## 1.7 Answers to Self Check Exercises-I

1. D 2. B 3. C 4. True

## Answers to Self Check Exercises-II

1. C 2. B 3. True

## 1.8 References

- Chauhan, S. S. (1996). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
- Mangal, S. K. (2009). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi: Prentice Hall.
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- Skinner, Charles E. (2004). *Educational Psychology*. New Delhi: Prentice Hall.

## 1.9 Terminal Questions

1. What do you mean by disability?

2. What are the characteristics of children with cognitive disabilities? Explain the causes of these disabilities.
3. What do you understand by learning disability? What are its causes?
4. Discuss the causes of locomotor impairment.
5. What do you understand by the terms 'identification and assessment'?
6. Why early intervention of disabled children is necessary?

## UNIT- 2

### Inclusion in Education

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#### **Structure**

2.1 Introduction

2.2 Objectives

2.3 Inclusion: Meaning, Nature and Need of Inclusive Education

Self Check Exercise-I

2.4 Difference between Inclusion, Mainstreaming and Integration; Importance and Advantages of Inclusive Education

Self Check Exercise-II

2.5 Summary

2.6 Glossary

2.7 Answer to Self Check Exercises

2.8 References

2.9 Terminal Questions

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#### **2.1 Introduction**

The concept of inclusion represents a comprehensive societal approach that promotes equal opportunities for all individuals, including those with disabilities. In the context of education, inclusion ensures that students with disabilities can learn alongside their non-disabled peers in general education classrooms. Unlike professions such as medicine or law, where professionals address individual cases, educators work with diverse groups of students, each with unique needs. Inclusive education focuses on providing quality education while respecting individual differences within a collective learning environment. This lesson explores the meaning, nature, and significance of inclusion and inclusive education, along with the distinctions between inclusion, integration, and mainstreaming. Additionally, it highlights the benefits of inclusive education in today's educational landscape.

#### **2.2 Objectives**

After end of this lesson, you will be able to:

- Explain the meaning and nature of inclusion.
- Differentiate between inclusion, integration and mainstreaming.



- Discuss the need and importance of inclusive education.
- Describe the advantages of inclusive education.

### **2.3 Inclusion: Meaning and Nature**

Inclusion is both an educational approach and a philosophy that ensures all the students have a sense of belonging and access to meaningful academic and social opportunities. It focuses on creating an environment in which every student feels valued and their unique learning needs are met. According to the Wisconsin Education Association Council (WEAC), inclusion is a commitment to educating every child in the school and classroom they would typically attend, to the fullest extent possible. Contrary to misconceptions, inclusion does not lower academic expectations but rather enhances learning for all students, with and without disabilities.

Unlike traditional models of integration or mainstreaming, which primarily focus on accommodating students with disabilities in the general education system when they are deemed "ready," inclusion is rooted in the principle that every child has the right to participate in education. It is the school's responsibility to adapt and provide necessary support to ensure equal opportunities for all learners. The inclusion model prioritizes keeping students with special needs in the same learning environments as their peers, rather than placing them in separate schools or classrooms.

Inclusive education seeks to address the diverse needs of students in both formal and non-formal educational settings. Instead of treating it as a marginal issue, inclusive education aims to transform educational systems to support diversity, creating an enriching learning environment where differences are embraced as opportunities for growth. It emphasizes equal participation for students with physical, social, and emotional disabilities while also offering specialized assistance when needed.

Four key principles define inclusion:

1. **Inclusion is an ongoing process** – It involves a continuous effort to improve responses to diversity. Inclusion encourages learning from differences and using them as opportunities to enhance education.

2. **Inclusion focuses on identifying and eliminating barriers** – This involves gathering and analyzing data from various sources to inform policies and practices that promote accessibility and equity in education.
3. **Inclusion ensures presence, participation, and achievement for all students** – It prioritizes students' regular attendance, their engagement in meaningful learning experiences, and their overall academic success.
4. **Inclusion emphasizes support for marginalized groups** – It acknowledges the responsibility of educational institutions to monitor and assist students who are at risk of exclusion or underachievement.

## **The Need for Inclusive Education**

Inclusive education is essential for ensuring that all children, especially those at risk of exclusion, receive equal learning opportunities. It aims to restructure schools as inclusive communities where every child can learn in a non-discriminatory environment. By fostering positive teacher-student relationships and adapting teaching methods, inclusive education enhances the overall quality of learning.

The significance of inclusive education can be viewed from different perspectives:

### **1. Human Rights Perspective:**

- Every child has the right to education without discrimination.
- No child should be excluded based on learning abilities, socioeconomic status, cultural background, or family circumstances.

### **2. Educational Perspective:**

- Research indicates that inclusive education improves both academic performance and social development.
- With proper support and commitment, inclusion makes efficient use of educational resources.

### **3. Social Perspective:**

- Inclusive education fosters relationships among children from diverse backgrounds, preparing them for real-world interactions.
- It promotes mutual respect, understanding, and friendship, reducing social stigma and fear.

#### 4. **Psychological Perspective:**

- It nurtures a sense of security and belonging among students.
- It builds self-confidence and resilience, helping individuals develop a positive self-image in a diverse learning environment.

#### **Self Check Exercise-I**

1. Who defines inclusion as “a term which expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend.”

- A. World Health Organization (WHO)
- B. Wisconsin Education Association Council (WEAC)
- C. Ministry of Human Resource Development (MHRD, 2005).
- D. None of the above

2. Which one is not the psychological need of inclusive education.

- A. Development of safe feeling in the group
- B. Development of secure feeling in the group
- C. Confidence in the individual ability among the diversity
- D. Development of individual feeling in the group

3. Inclusive education refers to ..... schools as communities where all children can learn in a common environment without any discrimination.

- A. Restructuring
- B. Constructing
- C. Reconstructing
- D. Restoring

4. Inclusive Education is an approach to educate all children who are at risk for neglect in education system.

True/ False

## 2.4 Difference between Inclusion, Mainstreaming and Integration; Importance and Advantages of Inclusive Education

The journey toward inclusive education began with efforts to integrate children with disabilities into mainstream schools. Initially, children with disabilities were prepared in specialized settings before transitioning into general education when they were deemed "ready" to cope with academic and social demands. This approach, known as **mainstreaming**, required students with special needs to meet conventional academic standards with minimal assistance before being placed in regular classrooms. However, simply placing them in general education settings was not sufficient to ensure meaningful learning. Effective teaching in inclusive schools requires adapting instructional strategies to accommodate diverse learning styles, ensuring that all students receive individualized support.

Over time, **inclusive education** replaced the concept of **integrated education**. While many people mistakenly use these terms interchangeably, inclusive education is a broader and more transformative approach. Both **integration** and **mainstreaming** focused on ending segregation, but they required children with disabilities to adjust to the existing educational framework rather than adapting the system to support them.

- **Integration** aimed to incorporate children with disabilities into general education programs without modifying the system. The burden of adaptation was placed on the child rather than on the learning environment. Schools did not necessarily adjust teaching methods or materials to meet students' needs. Instead, children with disabilities were expected to adapt by using assistive devices or receiving specialized training in resource rooms. For instance, a student with a hearing impairment would receive auditory training and use hearing aids, while a visually impaired student would learn Braille in a specialized center. Although integration was a step toward inclusion, it still required children to conform to pre-existing educational norms.
- **Inclusive education**, on the other hand, is a proactive and holistic approach that focuses on transforming the education system to accommodate the needs of all learners. It emphasizes **systemic changes** rather than requiring students to adapt. In inclusive education, children with disabilities, as well as other marginalized groups, are **full-time members** of general education classrooms. The focus is on **providing**

**necessary support** to help all students participate in classroom activities. This includes adapting curricula, instructional materials, and teaching methods. Additional support, such as extra staff, specialized training for teachers, and modified learning environments, ensures that all students can thrive.

Inclusion fosters an environment where all students can engage in curricular and extracurricular activities without feeling inadequate. Unlike integration, where students were expected to "fit" into the system, inclusive education reshapes the system to **embrace diversity**. Despite concerns about potential disruptions or increased costs, inclusive education creates a more equitable learning experience for all students.

## **Importance and Benefits of Inclusive Education**

Research supports the effectiveness of **inclusive education**, demonstrating that it is at least as beneficial as traditional "pull-out" methods, where students with disabilities are placed in separate classrooms. By integrating students with diverse abilities into general education settings, inclusive education provides numerous academic, social, and developmental benefits.

### **1. Educational Benefits**

- Inclusive classrooms encourage **better teaching practices**, as educators adapt to diverse learning needs.
- Teachers develop innovative techniques and gain professional growth by learning new instructional strategies.
- Students with disabilities experience **higher engagement and motivation**, which enhances their academic performance.
- Collaboration between educators improves, as teachers work together to find solutions tailored to individual student needs.

### **2. Social Benefits**

- Inclusive settings promote **social interaction**, leading to the development of friendships among students of different abilities.
- Exposure to diversity helps children develop **empathy, respect, and understanding** of different perspectives.

- Inclusive education reduces social barriers, fostering an environment of **acceptance and cooperation**.

### 3. Psychological and Emotional Benefits

- Inclusive environments foster a sense of **belonging and security**, boosting self-confidence in students with special needs.
- Students in inclusive classrooms learn valuable **life skills**, such as teamwork, adaptability, and problem-solving.
- By ensuring that no child feels excluded, inclusive education reduces feelings of isolation and increases **emotional well-being**.

### 4. Long-Term Societal Impact

- Inclusive education helps **break the cycle of poverty and exclusion**, allowing children to remain with their families and communities rather than being placed in separate institutions.
- Schools become **more welcoming and supportive environments**, benefiting all learners.
- The practice fosters a culture of **equality and social justice**, helping to reduce discrimination in broader society.
- It promotes wider participation of all individuals, contributing to the development of an **inclusive and progressive nation**.

### Self Check Exercise-II

1. On whose point of view Inclusive education lays the foundation to an inclusive society accepting, respecting and celebrating diversity.

- |                      |                             |
|----------------------|-----------------------------|
| <b>A.</b> MHRD, 2005 | <b>B.</b> WHO               |
| <b>C.</b> PWD (1995) | <b>D.</b> None of the above |

2. Over the years the term 'Inclusive Education' has come to replace the term.....

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| <b>A.</b> 'Inter-related Education'  | <b>B.</b> 'Integrated Education' |
| <b>C.</b> 'Inter-personal Education' | <b>D.</b> None of the above      |

3. Proponents of inclusion cite enhanced social interaction as a big benefit for students of all levels of ability.

True/ False

## 2.5 Summary

In this lesson, we explored the meaning and nature of inclusion and how it differs from integration and mainstreaming. We also examined the need for and significance of inclusive education. Finally, we thoroughly studied the benefits of inclusive education for children with disabilities.

## 2.6 Glossary

**Inclusion:** A teaching approach and philosophy that ensures all students are valued members of the community, providing them with enhanced opportunities for academic success and social development.

**Mainstreaming:** The practice of integrating students with special educational needs into general classrooms for certain subjects or activities, depending on their abilities.

## 2.7 Answer to Self Check Exercises-I

1.B 2.D 3.A 4. True

## Answer to Self Check Exercises-II

1.A 2.B 3.True

## 2.8 References

- Chauhan, S. S. (1996). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
- Mangal, S. K. (2009). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi: Prentice Hall.
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## 2.9 Terminal Questions

1. What do you understand by inclusion and inclusive education?

2. What is difference between inclusion and integration?
3. How inclusion is different from the mainstreaming?
4. Why inclusion of disabled children is needed?



## UNIT- 3

### Constitutional Provisions for Inclusion in Education

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#### Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Provisions for Disabled Children and Inclusion under Various UN Conventions; Convention on the Rights of Persons with Disabilities, 2006; Persons with Disabilities Act, 1995; The Rights of the Persons with Disabilities Bill, 2011; Provisions for Inclusive Education under Sarva Shiksha Abhiyan and the Right to Education Act, 2009

#### Self Check Exercise-I

- 3.4 Inclusive School Practices; Ways of Adopting Inclusive Classroom Practices; Resource Room and Need for Resource Rooms

#### Self Check Exercise-II

- 3.5 Summary
  - 3.6 Glossary
  - 3.7 Answer to Self Check Exercises
  - 3.8 References
  - 3.9 Terminal Questions
- 

#### 3.1 Introduction

Every individual in society is entitled to the same human rights, encompassing civil, cultural, economic, political, and social rights. Persons with disabilities have the fundamental right to live free from discrimination while enjoying these rights. This protection extends not only to discrimination based on disability but also to factors such as race, color, gender, language, religion, political or other opinions, national or social origin, property, birth, or any other status.

In this lesson, we will explore the various provisions established to support disabled children, ensuring they lead a healthy and fulfilling life. The discussion will cover key provisions under UN conventions, the Indian Constitution, the Sarva Shiksha Abhiyan, and the Right to Education (RTE) Act, 2009.

### **3.2 Objectives**

- List down the provisions for disabled children under various UN conventions and Indian Constitution.
- Explain the provisions for disabled children under the Convention on the Rights of the Persons with Disabilities, Act 2006.
- Explain the provisions under PWD Act, 2005.
- Explain the provisions for disabled children under SSA.
- Discuss the provisions for CWSN under RTE Act, 2009.
- List down inclusive school practices and meaning of inclusive classroom along with practices involved.
- Discuss the ways of adopting inclusive classroom practices.
- Explain the meaning and need of resource room.
- Discuss the teacher's role in resource room.

### **3.3 Provisions for Disabled Children and Inclusion under Various UN Conventions**

UNESCO defines inclusion as "a dynamic approach that responds positively to student diversity and views individual differences not as obstacles, but as opportunities to enhance learning." Inclusion is not just an administrative or structural change but a transformation driven by a strong philosophy. For successful implementation, countries must develop inclusive principles and effective strategies to guide the transition toward education policies that promote inclusion. These principles, outlined in various international declarations, serve as a foundation that can be adapted to suit the unique contexts of different nations.

At the heart of inclusive education is the fundamental right to education, as recognized in the Universal Declaration of Human Rights (1948), which states:

*"Everyone has the right to education... Education shall be free, at least at the elementary and fundamental levels. Elementary education shall be compulsory. Education shall aim at the full development of human personality and the strengthening of respect for human rights and*

*fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and further the efforts of the United Nations to maintain peace."*

(Article 26 – Universal Declaration of Human Rights)

The Convention on the Rights of the Child (1989) further reinforces the right to education for all children, highlighting the principle of non-discrimination (Article 2) and ensuring children with disabilities have access to education, healthcare, rehabilitation services, employment preparation, and recreational opportunities (Article 23). Additionally, Article 29 states that education should foster cognitive, emotional, and creative development, enabling children to reach their full potential.

Other key international treaties supporting inclusive education include the UNESCO Convention Against Discrimination in Education (1960) and the Convention on the Elimination of All Forms of Discrimination Against Women (1979). These treaties emphasize not only the prohibition of discrimination but also the need for proactive measures to eliminate it entirely. Every child has the right to an education free from discrimination based on caste, ethnicity, religion, economic background, refugee status, language, gender, disability, or any other factor. Governments must implement specific measures to uphold these rights across all educational settings.

A rights-based approach to education is built on three fundamental principles:

- Access to free and compulsory education
- Equality, inclusion, and non-discrimination
- The right to quality education, including appropriate content and teaching methods

The shift towards inclusive education has brought about significant changes in societies and classrooms, along with the establishment of various international legal frameworks. Since the Universal Declaration of Human Rights (1948), numerous UN Declarations and Conventions have emphasized inclusion. Beyond legal obligations, inclusive education is crucial for social, economic, and political progress, fostering personal growth and strengthening relationships among individuals, communities, and nations.

The Salamanca Statement and Framework for Action (1994) affirms this principle, stating:

*"Regular schools with an inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society, and achieving education for all."*

(Salamanca Statement, Article 2)

Convention on the Rights of Persons with Disabilities (2006)

The Convention on the Rights of Persons with Disabilities (CRPD) is an international treaty that defines the rights of persons with disabilities and outlines the responsibilities of States in protecting, promoting, and ensuring these rights. It includes enforcement mechanisms such as the Committee on the Rights of Persons with Disabilities, which monitors implementation, and the Conference of States Parties, which discusses relevant issues.

Adopted by the United Nations General Assembly on December 13, 2006, and opened for signature on March 30, 2007, the CRPD is legally binding for ratifying States. For non-signatory nations, it serves as an international benchmark to follow. In South Asia, the responsibility for CRPD implementation often falls on state or provincial governments. For instance, in India, disability is a State List subject under the Constitution, making state and local governments responsible for translating UNCRPD commitments into action. At the grassroots level, Panchayati Raj institutions and local governments play a crucial role in addressing disability-related concerns.

### **The Persons with Disabilities (Equal Opportunities, Protection of Rights, and Full Participation) Act, 1995**

This Act provides legal definitions for various disabilities, including:

- Blindness – Complete vision loss
- Low Vision – Partial vision requiring assistive devices
- Leprosy-Cured Individuals – Those cured but experiencing loss of sensation in hands, feet, or other areas
- Hearing Impairment – Hearing loss of 60 decibels or more

- Locomotor Disability – Movement impairments caused by bone, joint, or muscle conditions, including cerebral palsy
- Mental Illness – Diagnosed mental disorders (excluding intellectual disabilities)
- Mental Retardation – A condition characterized by incomplete mental development

A disability is officially recognized when a certified medical authority determines that an individual has at least 40% impairment.

### Preventive Measures

To reduce disabilities, the government and local authorities must:

- Conduct research on disability causes
- Promote preventive measures
- Conduct annual screenings to identify at-risk children
- Train primary healthcare staff
- Organize awareness campaigns on health, hygiene, and sanitation
- Provide prenatal, perinatal, and postnatal care for mothers and children
- Educate communities through schools, primary health centers, and media

### Educational and Employment Provisions

The Act mandates free and adequate education for disabled children up to the age of 18. It also requires 3% job reservations for persons with disabilities in government and private employment:

- 1% for blindness/low vision
- 1% for hearing impairment
- 1% for locomotor disabilities/cerebral palsy

Other key provisions include:

- Assistive devices for disabled individuals
- Concessional land for housing, businesses, and special schools
- Barrier-free public transport and infrastructure

- Job security and fair promotional opportunities for employees with disabilities

Persons with 80% or more disabilities are classified as having severe disabilities, and the government is responsible for their institutional care. Recognized private institutions meeting government standards also receive support.

### **Provisions for Inclusive Education under Sarva Shiksha Abhiyan and Right to Education Act, 2009**

The Right to Education (RTE) Act, 2009, ensures free and compulsory education for children aged 6 to 14. The Sarva Shiksha Abhiyan (SSA), under the Universalization of Elementary Education (UEE) initiative, aims to improve access, enrollment, and retention for all children, including Children With Special Needs (CWSN).

Key SSA provisions for CWSN:

- Financial support of ₹3,000 per child per year
- Identification and assessment of disabilities
- Assistive devices and resource support
- Teacher training for inclusive education
- Special schools, home-based learning, and vocational training
- Architectural modifications for accessibility

The SSA follows a zero-rejection policy, ensuring no child with special needs is denied education. It promotes flexible, need-based inclusion, allowing children to receive education through mainstream schools, special programs, or home-based learning, depending on their specific needs.

To enable effective learning, CWSN receive specialized training in areas such as mobility, Braille, sign language, and daily living skills. The RTE Act ensures that children with disabilities receive special training for school readiness through residential, non-residential, or home-based programs.

By adopting a multi-option model, the SSA expands inclusive education, ensuring that all children, regardless of disability, receive quality education in the most suitable learning

environment. The ultimate goal is to integrate CWSN into mainstream schools, fostering holistic development within an inclusive education system.

### **Self Check Exercise-I**

1. ....views inclusion as “a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning.”

- |           |                      |
|-----------|----------------------|
| A. WHO    | B. UNESCO            |
| C. UNCRPD | D. None of the above |

2. The United Nations General Assembly adopted Convention on dated ..... and was opened for signature on 30 March 2007.

- |                     |                     |
|---------------------|---------------------|
| A. 13 December 2006 | B. 13 March 2006    |
| C. 30 March 2007    | D. 13 December 2005 |

3. A Person with disability has to be certified by a medical authority where he or she is suffering from not less than 40% of the disability.

True/ False

4. The Rights of Persons with Disability Bill was proposed in which year....

- |         |         |
|---------|---------|
| A. 2009 | B. 2011 |
| C. 2010 | D. 2007 |

### **3.4 Inclusive School Practices; Ways of Adopting Inclusive Classroom Practices; Resource Room and Need for Resource Rooms**

To successfully support young children with disabilities in inclusive school settings, five key factors play a crucial role:

1. A commitment from educators and caregivers to make inclusion effective.
2. A balance between available resources and the individual needs of the students.
3. Continuous collaboration with parents to ensure student progress.
4. Emotional and technical support from special educators and early intervention therapists.

5. Access to additional resources, such as peer support, respite care, and community involvement.

## **Best Practices for Inclusive Schools**

Inclusive schools can implement several strategies to support Children with Special Needs (CWSN):

- **Multilevel Instruction:** Since students have diverse learning abilities, teachers should adopt multiple teaching methods within the same curriculum, tailored to individual needs.
- **Universal Design for Learning (UDL):** This approach ensures that instructional materials and environments are designed to be accessible to all students, eliminating the need for modifications.
- **Direct Instruction:** Focuses on explicit teaching of fundamental, adaptive, and functional life skills.
- **Assistive Technology:** Encompasses devices, equipment, and software designed to enhance the learning experience of children with disabilities.
- **Curriculum-Based Assessment:** Regular assessments help monitor students' progress and ensure effective learning outcomes.

## **Inclusive Classrooms: Concept and Implementation**

An inclusive classroom ensures that all students feel safe, supported, and actively engaged in learning. While full inclusion remains a debated topic, placement decisions are typically made collaboratively by educators and parents, prioritizing students' needs.

Teachers play a crucial role in understanding and addressing students' learning, social, and physical needs. They create welcoming environments and implement differentiated instruction to maximize each child's learning potential. Alternative assessments may also be necessary to accommodate students' unique needs.

A vital element of an inclusive classroom is **peer support**, which fosters a sense of belonging and reduces the likelihood of bullying or exclusion. Educating all students about diversity and inclusion helps cultivate empathy and acceptance.



## Recommended Classroom Practices for Inclusion

National reports suggest the following best practices for inclusive classrooms:

- **Reduce teacher-led, whole-class instruction** in favor of more interactive learning.
- **Encourage active participation** rather than passive learning.
- **Minimize reliance on standardized tests** and instead focus on authentic, performance-based assessments.
- **Incorporate hands-on, experiential learning** to enhance engagement.
- **Promote cooperative learning strategies**, encouraging collaboration among students.
- **Offer specialized support within general education settings** rather than pulling students out of the classroom.

## Factors Contributing to Successful Inclusive Classrooms

Several factors determine the success of an inclusive classroom:

- Strong **family-school partnerships** to ensure a collaborative approach to education.
- Effective **collaboration between general and special educators**.
- Well-structured **Individualized Education Plans (IEPs)** outlining accommodations and goals.
- Regular **communication and coordinated planning** between special education staff and general educators.
- **Integrated service delivery** that ensures support is provided in the most appropriate setting.
- **Ongoing professional development** for teachers to build their capacity in inclusive education.

## Strategies for Adopting Inclusive Classroom Practices

### 1. Modifying the Physical Environment:

- Classrooms should be arranged to accommodate students with mobility challenges.

- Seating arrangements should cater to specific needs, such as positioning students with hearing impairments at the front.
- Visual aids and classroom displays should be organized thoughtfully to enhance accessibility.

## 2. **Adopting Effective Classroom Management Techniques:**

- Teachers should anticipate and address behavioral challenges through proactive strategies.
- Simple interventions, such as changing seating arrangements, can help manage disruptive behavior.
- Positive reinforcement and recognition of students' efforts can encourage appropriate behavior.

## 3. **Utilizing Appropriate Teaching-Learning Materials (TLM) and Technology:**

- Teaching materials should be **age-appropriate** and engaging.
- Materials should promote **active participation** and **creative learning**.
- Assistive technologies, such as **talking books, screen readers, and adaptive devices**, can enhance learning experiences.

## 4. **Developing Individualized Education Plans (IEPs):**

- IEPs should outline each student's specific needs, goals, and required accommodations.
- The document should be regularly reviewed and updated to reflect the student's progress.
- Collaboration between teachers, parents, and special education professionals is essential for the effective implementation of IEPs.

## **Resource Rooms: Purpose and Importance**

A **resource room** is a designated learning space within a school where students with disabilities receive specialized instructions and academic support. This setup allows students to benefit from individualized or small-group instruction while still participating in general education classes.

## Functions of a Resource Room

- Provides targeted instruction for students who require additional support beyond the general classroom setting.
- Helps students develop skills in areas such as literacy, numeracy, and social interaction.
- Offers a **structured and less distracting environment** conducive to focused learning.

## The Need for Resource Rooms

Resource rooms serve as an essential support mechanism for students with disabilities by:

- Providing individualized instruction tailored to students' specific needs.
- Enhancing academic performance through **small-group or one-on-one teaching**.
- Reinforcing concepts taught in general education classrooms, ensuring mastery of key skills.
- Fostering **self-confidence and motivation** in students by offering targeted support.

## The Role of Teachers in Resource Rooms

- Resource room teachers **collaborate closely with general educators and parents** to align support with students' learning goals.
- They follow **IEPs to provide personalized instruction** and monitor student progress.
- Teachers may work alongside special education professionals, such as speech therapists or occupational therapists, to offer **comprehensive support**.

## Advantages and Disadvantages of Resource Rooms

### Advantages:

- Provides a structured learning environment tailored to individual needs.
- Reduces distractions and allows for focused learning.
- Offers opportunities for **behavioral support and social skill development**.

### Disadvantages:

- Students may miss important lessons while receiving pull-out support.
- Being removed from the general classroom for part of the day may create feelings of exclusion.

## Self Check Exercise-II

1. SSA provides upto rupees.....per child for the inclusion of disabled children, as per specific proposal, per year.

- A. Rs.3000/-                      B. Rs.2000/-  
C. Rs.2500/-                      D. Rs.1500/-

2. There are how many critical factors that contribute to successfully serving young children with disabilities in inclusive school settings.

- A. Three  
B. Four  
C. Five  
D. Six

3. Resource rooms are learning spaces where a special education teacher instructs and assists students identified with a disability. True/ False

### 3.5 Summary

In this lesson, we explored the various provisions established for disabled children and Children With Special Needs (CWSN) under different UN conventions. We examined the key recommendations of the Persons with Disabilities (PWD) Act, 1995 in detail. Additionally, we gained an understanding of the measures for the inclusion of disabled children under the Sarva Shiksha Abhiyan (SSA) and the Right to Education (RTE) Act, 2009.

We also studied various inclusive education practices adopted in schools, including the concept and significance of inclusive classrooms. Furthermore, we examined different inclusive teaching strategies. The lesson then introduced the concept of resource rooms,

discussing their benefits and limitations. Finally, we explored the teacher's role in a resource room and its importance in supporting inclusive education.

### 3.6 Glossary

**Provision :** Provision is a giving or supplying of something to somebody or making something available for somebody to use.

**Convention :** Convention is *a usual or accepted way of behaving*, especially in social situations, often following an old way of thinking or a custom in one particular society

### 3.7 Answer to Self Check Exercise-I

1.C 2.A 3.True 4. B

### Answer to Self Check Exercise-I

1.A 2.C 3. True

### 3.8 References

- Chauhan, S. S. (1996). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
- Mangal, S. K. (2009). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi: Prentice Hall.
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- Rao, S. Narayana (1991). *Counseling and Guidance*. New Delhi: Tata McGraw Hill.

### **3.9 Terminal Questions**

1. What are the rights of persons with disability?
2. Explain various provisions for disabled children for their inclusion under UN conventions?
3. Explain the provisions for disabled persons under the Convention of the Rights of Persons with Disability, 2006.
4. List down the provisions for CWSN under RTE Ac, 2009.
5. Discuss the provisions for inclusion of persons under PWD Act, 1995.
6. Describe different provisions for persons with disabilities under Indian Constitution.
7. Discuss various inclusive school practices.
8. Explain inclusive classroom practices.
9. What are different ways of adopting inclusive classroom practices?
10. What do you mean by resource room? Describe its advantages and disadvantages.
11. Briefly explain the role of teacher in a resource room.

## UNIT-4

### Approaches and Models of Inclusion

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#### **Structure**

4.1 Introduction

4.2 Objectives

4.3 Approaches to Inclusion; Curriculum Adaptation as An Approach for Inclusion; Three Dimensional (3-D) Model for Inclusion; The Application of 3-D Model; Consultation Model of Inclusion

Self Check Exercise-I

4.4 Expert and Collaborative Consultation: Indirect Support for Inclusion; Co-Teaching as Direct Support for Inclusion; Ensuring Community / Parents Participation in Creating Inclusive Schools

Self Check Exercise-II

4.5 Summary

4.6 Glossary

4.7 Answer to Self Check Exercises

4.8 References

4.9 Terminal Questions

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#### **4.1 Introduction**

When discussing Special Education, it is important to move beyond merely ensuring access to education and instead focus on enhancing its quality. Children with the disabilities have diverse abilities and needs, making it crucial to adopt various approaches, models, and strategies to support their educational development. This lesson explores different inclusion models and approaches while also highlighting the vital role of parents and the community in fostering inclusive schools and promoting inclusive practices for children with special needs.

#### **4.2 Objectives**

After going through this lesson, you will be able to:

- List down approaches for Inclusion of disabled children.
- Differentiate between full Inclusion and partial inclusion.

- Explain three dimensional model of inclusion.
- Describe consultation model of inclusion.
- Compare expert and collaborative consultation model of inclusion.
- Discuss the role of parents and community in creating Inclusive schools.

#### **4.3 Approaches to Inclusion: Curriculum Adaptation as n Approach for Inclusion; Three Dimensional (3-D) Model for Inclusion; The Application of 3-D Mode; Consultation Model of Inclusion**

Inclusive education involves various models and strategies aimed at integrating students with special needs into mainstream classrooms. However, inclusion does not always equate to full participation but may sometimes take the form of integration. For instance, students with special needs may spend most or at least half of their day in regular classrooms. Inclusion can generally be categorized into two types: full inclusion and partial inclusion.

##### **1. Full Inclusion**

In a full inclusion setting, students with special needs are educated alongside their peers without disabilities as the primary and preferred approach, with appropriate support and services integrated into the classroom environment. Some educators believe this model enhances social interactions and improves outcomes for students with disabilities.

At its most comprehensive level, full inclusion eliminates separate special education classes entirely, treating special education as a service rather than a separate placement. This means that all necessary interventions are incorporated into daily classroom routines, curriculum, and teaching strategies. However, full inclusion remains a debated approach, as it requires significant modifications to traditional teaching methods and curriculum structures. Schools that practice full inclusion ensure that students with disabilities learn in standard classrooms from the moment they enroll, and adjustments are made to meet their individual needs.

Advocates of full inclusion argue that teachers should prioritize helping students with disabilities build friendships, challenge stereotypes, and develop social skills that enable them to interact effectively within various social and professional settings. They believe that these



objectives can only be achieved in an inclusive classroom with age-appropriate peers without disabilities.

Additionally, full inclusion proponents argue that placing students with special needs in regular classrooms full-time ensures their legitimacy as members of the classroom community. They believe that as long as separate special education placements exist, there is a risk of students with disabilities being segregated rather than integrated. However, transitioning to a fully inclusive model requires fundamental changes in both general and special education, emphasizing a student-centered learning approach rather than standardized curricula and assessments.

While full inclusion offers potential benefits, several challenges must be addressed:

- How can genuine relationships between students be fostered beyond surface-level interactions?
- How can intensive, individualized instruction be provided when time is limited?
- How can the rights and needs of all students be balanced fairly?
- Some research suggests that full inclusion may not be the most effective model for all students.
- Parents often seek a balance between inclusion and specialized support, which may not always align with full inclusion models.

If full inclusion does not meet a student's needs, special education teachers may provide additional support within the classroom. If challenges persist, a shift to a partial inclusion model may be considered.

## **2. Partial Inclusion**

Partial inclusion allows students with special needs to engage socially and academically with their peers while receiving specialized support as needed. Unlike full inclusion, this approach does not require students to remain in a general education classroom for all lessons. Instead, they may receive targeted instruction from special education teachers or therapists in separate sessions to support their learning.

Communication between general education teachers and special education staff ensures that students can successfully complete coursework and participate in classroom activities without disrupting the overall learning environment.

## **Curriculum Adaptation as an Approach for Inclusion**

Curriculum development is an ongoing process aimed at designing, implementing, and refining educational programs to meet students' diverse needs. Students are more motivated when they find learning relevant and meaningful. If content is inaccessible or unengaging, frustration and behavioral challenges may arise. To address this, curriculum adaptations are necessary to enhance student interest and reduce obstacles to learning.

### **Types of Curriculum Adaptations**

#### **1. Accommodations**

- Changes in teaching methods or materials that do not alter content or assessment criteria.
- Examples: Alternative teaching methods such as hands-on learning, audiovisual resources, Braille, or assistive technologies.

#### **2. Modifications**

- Adjustments to content, learning objectives, or assessment criteria.
- Examples: Reducing the amount of content to be learned, substituting specific subjects, or altering evaluation methods.
- A student with hearing impairment may substitute a second language with a vocational course.

### **Key Curriculum Adaptation Strategies**

- **Omission:** Removing content that is irrelevant or inaccessible to certain students. Example: Students with visual impairments may be exempt from lessons on color concepts.
- **Substitution:** Replacing one content area with another. Example: A physical education requirement may be replaced with physiotherapy for students with motor disabilities.

- **Expansion:** Providing additional explanations or real-world applications to aid comprehension. Example: Teaching money concepts through hands-on shopping experiences for students with intellectual disabilities.
- **Flexible Learning Time:** Allowing additional time for students who require more processing time or assistance, especially in assessments and exams.
- **Material Adaptation:** Adjusting learning materials to accommodate different disabilities. Example: Using tactile learning resources for students with visual impairments.
- **Evaluation Adaptation:** Modifying testing methods, such as providing extra time, allowing oral responses, or using scribes for students who require assistance.

## **Classroom Adjustments and Management**

To ensure an inclusive learning environment, teachers should consider the following strategies:

- **Lesson Planning:** Develop flexible lesson plans that accommodate diverse learning needs.
- **Collaboration:** Maintain strong coordination among the general education teachers, special education staff, and parents.
- **Differentiated Instruction:** Provide individualized teaching strategies tailored to student needs.
- **Group Learning:** Utilize peer tutoring and cooperative learning to foster inclusive interactions.
- **Material Preparation:** Adapt instructional materials to be accessible to all students.
- **Documentation:** Maintain records of student progress and necessary accommodations.

## **Peer Tutoring and Cooperative Learning**

The most valuable resources in an inclusive classroom is peer support. Strategies like peer tutoring and cooperative learning can significantly benefit students with disabilities. By assigning students as peer tutors, teachers can foster a collaborative learning environment

where students help each other, reducing the teacher's workload while promoting social and academic growth.

Cooperative learning, as defined by Kagan (1994), involves structured peer interactions that emphasize teamwork, equality, and active participation. This method may be applied across various subjects to enhance learning outcomes for those students with and without disabilities.

### **Three Dimensional (3-D) Model for Inclusion**

The primary objective of the Three-Dimensional (3-D) Model for Inclusion is to foster a classroom environment where students demonstrate care and support for classmates who may feel alienated or separated due to their differences or abilities. A key outcome is the successful inclusion of students with disabilities by improving peer relationships and reinforcing the idea that all students, regardless of ability or personal characteristics, can contribute positively to each other's well-being.

This model focuses on four essential learning components: knowledge, skills, dispositions, and feelings. These elements are integrated into a structured three-phase instructional sequence designed to develop a caring disposition, increase understanding of disabilities, and enhance communication and interaction skills.

#### **Phase 1-D: Developing a Disposition for Caring**

The first phase aims to nurture students' attitudes of friendliness and empathy. Encouraging students to develop a caring disposition is fundamental to the inclusion process. Addressing positive emotions during this phase is crucial for fostering empathy, as students are more likely to learn effectively when they feel connected to and care about their peers.

For example, students are more inclined to engage with reading materials that interest them, just as they are more likely to communicate with classmates they genuinely care about. By developing an empathic disposition, students become more willing to connect with and support peers with disabilities.

## **Phase 2-D: Understanding Differences**

After fostering dispositions of care and empathy, students engage in activities that help them understand the differences that may cause alienation among classmates. Salend (1994) found that students' attitudes are shaped by their knowledge and experiences.

Students with certain social, mental, or physical differences may be at greater risk of feeling isolated. Increasing students' awareness of these challenges helps to bridge the gap between peers, particularly when they are already inclined to care about those who are marginalized. Through discussions and learning activities, students gain insight into the barriers faced by their peers with disabilities, further strengthening their commitment to inclusion.

## **Phase 3-D: Developing Interaction and Communication Skills**

The final phase focuses on skill development, as many students may lack the necessary skills to effectively interact with classmates with disabilities. While they may have the willingness to engage and an understanding of why inclusion is important, they may struggle with communication and social interaction.

For instance, students with conditions like Asperger's syndrome may exhibit behaviors that challenge social norms, making it difficult to establish effective communication. Teaching students skills that facilitate interaction helps foster meaningful relationships and reduce barriers to inclusion.

## **A Reciprocal Relationship**

A crucial aspect of the 3-D inclusion model is fostering a reciprocal relationship among students. Often, discussions about inclusion focus on how students without disabilities can support their peers with disabilities. However, true inclusion means recognizing that all students contribute to one another's well-being. Instead of viewing students with disabilities as passive recipients of support, the model emphasizes their role as active participants within the classroom community. This reciprocity ensures that all students, regardless of ability, feel valued and integrated.

## **Application of the 3-D Model**

In practice, educators and administrators observed that some students experienced alienation and a lack of belonging. Over several weeks, group discussions were held with students, teachers, school staff, and parents. Students were encouraged to develop and demonstrate a caring disposition toward all peers, with or without disabilities.

Rather than enforcing a rigid inclusion policy, the emphasis was placed on naturally fostering empathy and connection. Mandating inclusion without addressing students' attitudes could result in superficial relationships rather than genuine friendships. As students developed their inclination to care, their willingness to include peers with disabilities became more evident.

During Phase 1-D, students participated in four key activities: discussions on the link between caring and heroism, the impact of peer pressure, the importance of belonging, and the significance of good and bad deeds. These activities led to the identification and discussion of peers who felt isolated, transitioning into Phase 2-D, where students learned about disabilities and the factors contributing to alienation.

Phase 3-D introduced skill-building exercises to enhance interactions and communication. As a result students with/ without disabilities began to support and benefit one another as well as fostering a more inclusive and accepting classroom environment.

## **Consultation Model of Inclusion**

The Consultation Model of Inclusion, also known as itinerant support, push-in or pull-out services, or direct versus indirect services, provides specialized support to students with disabilities. These services, often referred to as designated instructional support (DIS) services, are typically provided once or twice per week.

### **Indirect vs. Direct Support**

Inclusive education support can be categorized as either indirect or direct:

- **Indirect Support:** In this model, a consultant (e.g., an Early Childhood Special Education (ECSE) consultant) provides guidance to another individual (e.g., a teacher

or parent), who then delivers direct support to the child. The consultant may observe the student, review records, gather information from staff or parents, and offer training to educators, but they do not interact directly with the student.

- **Direct Support:** This involves direct interaction with the student through various means, such as:
  - A one-on-one paraeducator assigned to the student
  - Direct instruction from the classroom teacher
  - Pull-out sessions for speech therapy with a Speech-Language Pathologist (SLP)
  - Daily discrete trial training by a behavior specialist
  - Sensory integration techniques implemented by an occupational therapist within classroom routines
  - Direct assessment by the ECSE co-teacher to monitor progress and document student development

In direct support models, multiple professionals may work with the student, ensuring they receive personalized interventions within the inclusive setting.

Both the 3-D Model and the Consultation Model play a critical role in fostering inclusion. While the 3-D Model emphasizes creating a supportive classroom culture through empathy, understanding, and skill development, the Consultation Model provides specialized services tailored to students' needs ensuring they receive appropriate educational support. Together these approaches help build an inclusive educational environment that values diversity and promotes meaningful learning experiences for all students.

### **Self Check Exercise-I**

1. The removal of certain content areas from the curriculum refers to.....

- |              |                 |
|--------------|-----------------|
| A. Omission  | B. Substitution |
| C. Expansion | D. Adaptation   |

2. Which points to be consider for the class room adjustment and management

- |                                       |                       |
|---------------------------------------|-----------------------|
| A. Planning for teaching              | B. Teaching in groups |
| C. Teaching based on individual needs | D. All of the above   |

3. The components are incorporated into a 3-phase instructional sequence of activities beginning with

- A. Instructional sequence on dispositions      B. Discussions focus on students' understanding  
C. Development of a disposition for caring      D. None of the above

4. Consultation model may be referred to as itinerant support, push-in or pullout services, or direct versus indirect services.      True/ False

#### **4.4 Expert and Collaborative Consultation: Indirect Support for Inclusion; Co-Teaching as Direct Support for Inclusion; Ensuring Community / Parents Participation in Creating Inclusive Schools**

One common example of indirect support is the provider who works as a collaborative consultant. A consultant is an itinerant, that is, he or she is not permanently housed in the classroom but rather visits the classroom and impacts the target child primarily by providing information and modeling strategies to and engaging in problem solving with classroom staff. It is the classroom staff who directly affect the child, but the consultant's knowledge and skill may impact the child indirectly via the classroom staff members' direct efforts. Consultation may be delivered using either an expert approach or a collaborative approach. In an expert approach, the consultant assumes the role of an expert who performs evaluation, imparts information, or demonstrates specific strategies for the classroom staff. In expert consultation, communication is fairly one sided. A familiar example of an expert consultant would be a cardiologist. Patients, who usually have limited expertise in heart disease, go to the doctor to receive expert consultation. Rarely is there parity (i.e., equality or mutuality) in the doctor-patient relationship, and there is little true collaboration. The medical specialist provides the information, and the patient receives the information. In educational settings, however, effective consultation must be reciprocal and collaborative (Heron & Harris, 2001). The consultant has knowledge and expertise that the teacher does not have (for example, disability-specific knowledge or skills related to behavior analysis and management). The teacher similarly has knowledge not immediately available to the consultant. The teacher has knowledge of the classroom routines, the target child's preferences and behaviours in different learning activities, classroom rules, curricular goals, and so on. Both parties have



information and expertise that will be critical to the success of the other and to the effectiveness of the consultation in delivering support to the child. They must share this information as co-equals. They must express concerns and opinions honestly, learn from each other, and work together to solve the child's educational challenges. This is referred to as collaborative consultation. Collaborative consultation in education is described as "triadic" (Dettmer, Knackendoffel, & Thurston, 2012) in the sense that two people must collaborate on behalf of the third—the child, who is the recipient of the effects of the collaboration. Both adults bring important skills, information, and observations to the teaching effort. Typically the consultant's support of the child is mostly indirect, (i.e., via the teacher), while the teacher's is direct.

Consultative approaches to inclusion support can have many advantages. As an itinerant service delivery model, they can be used with great flexibility and cost-effectiveness. Using an itinerant model makes it possible to deploy support personnel when and where they are needed. It has the potential to serve many children and to provide the "just right" amount of support as needed, thus increasing cost-effectiveness. A truly collaborative consultant also enhances the skills and confidence of the consultees. Via the mutual collaborative relationship, the skillful consultant increases the skill sets of the ECE teacher and staff. Over time, the intensity of consultant support can be decreased, as classroom staff become more proficient at including students with a wide range of disabilities and learning characteristics.

### **Collaborative versus Expert Consultation**

Expert consultation is the type of consultation that often occurs between a medical doctor and a patient. For example, the doctor solicits information from the patient, then, as the expert, writes a prescription for the patient. Using the typical expert model, the patient, who will be responsible for "implementing" the prescription, is not involved in the development of the prescription. The patient may or may not actually comply with the prescription. In contrast, with a collaborative model, after basic information is shared, the parties responsible for implementing any plan of action are active creators of that plan of action. If the exchange between the doctor and the patient were collaborative in nature, the doctor might identify several different interventions, and talk with the patient about the possible consequences of each intervention, the patient's lifestyle, and which interventions have the greatest likelihood of success given the patient's lifestyle. The patient would then select the intervention to try

and work out a plan of action with the doctor to implement the intervention. The collaborative model usually results in better compliance in implementing the plan of action because the skills and perspectives of all key players are valued and solicited. A collaborative approach in educational environments has become the desired process over the past several decades. A collaborative approach acknowledges and values different perspectives and establishes buy-in by the implementers of the plan (Heron & Harris, 2001).

### **Co-Teaching as Direct Support for Inclusion**

A common model of direct support for children in inclusive settings is often referred to as co-teaching. A variety of terms have been used to refer to the joint instruction provided by a general and special educator. Examples of these terms include team teaching, cooperative teaching, collaborative teaching, and co-teaching. The term co-teaching refers to the direct service that is provided by the general teacher and an inclusion support provider when they instruct the target child together. Co-teaching is defined as two or more adults planning and instructing the same group of students at the same time and in the same place. The term co-teaching typically refers to a general educator and a special educator who share classroom teaching responsibilities equally but who report to different supervisors. However, such an arrangement may also be referred to as a blended classroom or a partner teacher model. The terms co-teaching and team teaching are sometimes used to refer to a model in which a special education consultant occasionally teaches a lesson jointly with the classroom general education teacher but does not share equally in classroom responsibilities.

There are many components to successful co-teaching, including planning how to arrange the physical environment, the curriculum, and activities.

**One Teaching, One Supporting:** In this structure, one teacher designs and delivers the activities for all the children. The second teacher supports the lead teacher, providing assistance as needed. This is a simple approach used by many new co-teaching partners. It requires that both teachers know the children and the activities, but it does not take a lot of planning by the co-teachers.

**Station Teaching:** This is a common arrangement in early childhood environments. Students move among subject stations set up by the teachers. The co-teachers divide responsibility for monitoring the stations. This method reduces the teacher-child ratio and ensures that the teacher with specific expertise can lead the station activity that will pose the greatest challenges to certain students. For example, several students will need careful

scaffolding or adaptations for the fine motor activity of making fruit loop necklaces; the co-teacher therefore takes responsibility for that station.

**Alternative Teaching:** In alternative teaching, one child or a small group of children receive pre-teaching or re-teaching of skills necessary to participate in a specific activity. All co-teachers need to be familiar with the activity and the skills needed to participate in the activity. Together they determine which students will need alternative support for skill development. Alternative teaching can provide the opportunity for children to receive one-to-one or small-group support. However, if the same children (i.e., children with disabilities) consistently receive the one-to-one or small-group support from a special educator, then the co-teaching structure will segregate the target child from his or her peers and will not support real inclusion of children with disabilities.

**Complementary Teaching:** This co-teaching structure implements a child's specific adaptations during the actual activity. In complementary teaching, the general teacher might maintain primary responsibility for implementing the activity and the special teacher or the paraeducator might assume responsibility for addressing the target child's specific goals. The special co-teacher uses complementary teaching during the art activity for several weeks to work out any bugs in these adaptations and to task analyze the appropriate teaching steps and strategies. In complementary teaching, all classroom staff are made aware of the activity and the goals, but the special educator takes responsibility to determine how best to support the target child. The adaptations required for the target child are incorporated into the activities done by the whole group of children. Over time, peers may assume some of the responsibility for these more complex supports, and the target child moves toward greater independence.

**Supportive Learning Activities:** These are educator-developed activities that supplement the primary learning activities. Usually, both the general and the special teachers are present and monitor all activities.

**Parallel Teaching:** In this structure, the co-teachers jointly plan instruction, but each delivers it to a heterogeneous group composed of approximately half the children in the class. This approach reduces the teacher-child ratio. However, since parallel teaching requires the co-teachers to implement the same activities, the co-teachers must have comparable skills and must carefully coordinate their efforts.

Team Teaching: In this co-teaching structure, both co-teachers jointly plan and present the activities using appropriate instructional strategies for all the children in the class. The two teachers, together, teach the lesson to the whole class. This co-teaching duet involves considerable planning and is particularly effective when the co-teachers possess similar areas of expertise. Team teaching is also best used by co-teachers who have developed a strong co-teaching relationship.

Therefore, general teachers, special educators, and others involved in teaching should be familiar with a variety of models. They should also realize that some co-teaching structures require more planning time than do others and that, as their collaboration matures, they will be able to design and use many models effectively to best meet the needs of the students and the particular learning goals. One structure does not fit all.

### **Ensuring Community / Parents Participation in Creating Inclusive Schools:**

Schools and communities are deeply interconnected and cannot function independently. Building strong partnerships between schools and communities is essential for fostering inclusivity. A collaborative approach enhances school development and promotes a society that values diversity. For this to be successful, both schools and communities must recognize each other's challenges and work together to support all children, especially those facing learning difficulties. Often, families and community members are unaware of the obstacles schools encounter or the extent to which certain students experience educational barriers. By providing additional support, families and the wider community can help address these challenges effectively.

One of the biggest challenges in creating inclusive schools is engaging the families of the most marginalized students. Encouraging their participation requires efforts to boost their confidence and sense of belonging. The principles of inclusive education are rooted in various cultural, philosophical, and religious traditions. Involving community members in discussions about these shared values strengthens their commitment to inclusion. Sensitization programs that feature individuals with disabilities can help raise awareness and promote positive attitudes toward children's rights. Additionally, communities can play a crucial role in challenging negative stereotypes of people with disabilities portrayed in the media.

Fostering trust and shared responsibility between schools and communities requires openness and transparency. An inclusive education system acknowledges the invaluable contributions of communities and respects their right to be involved in decision-making. Parental involvement is a fundamental aspect of quality education, extending beyond the classroom into a more holistic learning experience.

Studies have shown that families and communities significantly contribute to inclusive education. However, negative attitudes among teachers, parents, and other adults often create barriers to inclusion. Children themselves are naturally accepting but may develop biases if influenced by the prejudices of adults. Encouraging collaboration between parents, educators, and children benefits everyone involved. Parents who actively engage with their children develop a deeper understanding of their needs, strengthening their bond and increasing their confidence in parenting. Educators, in turn, gain insight into diverse family backgrounds, making them more comfortable in their roles and leading to greater job satisfaction. Schools that actively involve parents and communities tend to develop stronger reputations and receive more community support.

### **The Role of Parents in Promoting Inclusion**

Parents play a key role in fostering inclusive education by:

- Encouraging their child to engage in activities with peers of varying abilities, including exploring online resources for inclusive programs.
- Supporting their child in forming friendships with classmates and neighborhood children.
- Communicating their expectations, goals, and preferences with teachers, therapists, and other professionals to develop an appropriate education plan.
- Being well-informed about their child's right to inclusive education and advocating for it when necessary.
- Seeking expert advice to educate school staff on the benefits of inclusive education.
- Assisting with curriculum modifications, volunteering in classrooms, and providing teachers with relevant resources about their child's disability.

# The Role of Teachers in Inclusive Education

Teachers play an essential role in ensuring effective inclusive education. A compassionate and dedicated teacher can help students with disabilities overcome challenges and unlock their full potential. With the right support and opportunities, children with disabilities can excel in various fields. These students thrive in environments where teachers offer kindness, care, and encouragement.

Mahatma Gandhi once highlighted the importance of emotional education, stating, “Education of the heart can only be achieved through the living touch of a teacher.” Inclusive education flourishes when teachers are committed to creating a nurturing and supportive learning environment for all students.

## Self Check Exercise-II

1. Collaborative consultation in education is described as

- A. "triadic"
- B. "dyadic"
- C. "tryadic"
- D. None of the above

2. In which teaching the co-teachers jointly plan instruction, but each delivers it to a heterogeneous group composed of approximately half the children in the class.

- A. Supportive Teaching      B. Team Teaching  
C. Parallel Teaching      D. None of the above

3. In alternative teaching, one child or a small group of children receive pre-teaching or re-teaching of skills necessary to participate in a specific activity. True/ False

## 4.5 Summary

In this lesson, we discussed about full and partial inclusion as approaches to inclusion of disabled children. We also learned about three dimensional and consultation model of inclusion. It was also explained and made clear to you that how curriculum adaptation and co-teaching can help in promoting inclusive practices for disabled children. At the end , we

discussed about the ways of ensuring community and parental participation in creating inclusive schools and promoting inclusive practices in schools.

#### **4.6 Glossary**

**Inclusion:** Inclusion is the policy or practice of making sure that everyone in society has access to resources and opportunities.

#### **4.7 Answer to Self Check Exercise-I**

1.A 2.D 3.C 4.True

#### **Answer to Self Check Exercise-II**

1.A 2.C 3.True

#### **4.8 References**

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#### **4.9 Terminal Questions**

1. What do you mean by full inclusion? Write down its advantages over partial inclusion approach..
2. What are major differences between partial and full inclusion approach of inclusion?
3. Explain three dimensional model of inclusion with the help of suitable examples.
4. Describe consultation model of inclusion. Compare expert and collaborative model of inclusion of disabled children.
5. How co-teaching can help in inclusion of disabled children?
6. How can the parental support be ensured in inclusion of disabled children?
7. Discuss the ways of promoting community participation in creating inclusive schools.

## **UNIT-5**

### **PEDAGOGICAL APPROACHES FOR CWSN**

#### **Structure:**

5.1 Introduction

5.2 Objectives of the Lesson

5.3 Pedagogical Approaches for CWSN; Planning and Managing an Inclusive; Curriculum Modifications & Adaptation; Activity Based Learning (ABL)

Self check exercise-I

5.4 The Teacher Education Curriculum of District Institutes of Education and Training (DIETs); Traditional Assessment Collaborative Assessment; Co-operative Learning; Means of Creating Disabled Friendly Environment In Schools

Self check exercise-II

5.5 Summary

5.6 Glossary

5.7 Answer to Self check exercises

5.8 References/ Suggested Readings

5.9 Terminal Questions

#### **5.1 INTRODUCTION:**

Section 504 and IDEA contain two concepts that affect the planning and design of facilities used by students with disabilities. The first concept—appropriate education—requires that schools provide all students receiving special education services with an individualized education program (IEP). The IEP specifies the levels of performance, goals, and educational services to be provided and the extent to which students will participate in general education programs. Appropriate education has no statutory or regulatory definition and is, therefore, decided on a case-by-case basis. Court decisions and other rulings suggest a two-part analysis can be made to determine appropriateness: Were the procedural requirements set forth in IDEA met, and did the IEP benefit the student? The second concept—least restrictive environment—requires students with disabilities to be placed where they can obtain the best education at the least distance from mainstream education programs. To the maximum extent possible, they must be educated with nondisabled students and Students with disabilities who



are not initially placed in the public school district or in a general education public school should be integrated into the appropriate public school as soon as possible.

## **5.2 OBJECTIVES OF THE LESSON:**

After going through this Lesson, learners will be able to:

- Understand the different pedagogical approaches.
- Develop specially designed resource material for CWSN.
- Define the needs for creating disabled friendly environment in schools.
- Understand the concept of Collaborative and Cooperative Learning.

## **5.3 PEDAGOGICAL APPROACHES FOR CWSN:**

Children with Special Needs (CWSN) require additional support to overcome challenges related to disabilities or impairments. This support includes accommodations, specialized educational interventions, and individualized care to foster their development. There is no fixed method for adapting the general education curriculum to meet each student's needs, as every teacher, student, and classroom is unique. Adaptations should be tailored to specific situations, and modifying the curriculum is not always necessary.

By implementing multi-level instruction, teachers can often accommodate diverse learning needs without making significant changes to the curriculum. Differentiated instruction and multiple assessment methods provide flexibility, allowing students to meet academic standards in various ways. In some cases, accessibility can be improved through accommodations rather than modifications. Additionally, support for students should be determined based on their individual needs rather than their disability labels. For instance, a student may require full-time assistance in math but need only minimal peer support in English and no assistance in art. Support should be provided based on the demands of specific instructional or social activities rather than being predetermined by a child's diagnosis.

## Planning and Managing an Inclusive Curriculum in Schools

Creating inclusive schools that serve diverse students in both urban and rural settings requires:

- A well-defined and strongly implemented policy on inclusion, supported by adequate funding.
- Public awareness initiatives to combat prejudice and promote positive attitudes.
- Comprehensive orientation and training programs for school staff.
- The establishment of essential support services.

To ensure the success of inclusive schools, modifications are necessary in multiple aspects of education, including curriculum, infrastructure, school organization, teaching methodologies, assessment systems, staffing, school culture, and extracurricular activities.

An inclusive curriculum means having a single curriculum that accommodates all students rather than separate curriculums for students with and without Special Educational Needs (SEN). According to Quinn and Ryba (2000), an inclusive curriculum operates under the principle of social justice, ensuring that participation in education is free from discrimination based on gender, ethnicity, indigenous status, socio-economic background, or ability. Schools must be structured to recognize individual differences and allow for flexibility so that all students can achieve their full potential.

The **National Curriculum Framework for School Education (NCFSE) (2000)** addresses the education of learners with SEN under the sections “Curriculum Concerns” and “Managing the System.” However, it does not fully incorporate their needs in sections such as “Organization of Curriculum at Elementary and Secondary Stages,” “Organization of Curriculum at Higher Secondary Stage,” or “Evaluation.”

According to Loreman and Deppeler (2001), true inclusion cannot exist in environments where some students are taught separately or significantly differently from their peers. Inclusion is not achieved by educating students part-time in special schools or in segregated settings within regular schools. Similarly, requiring students in general education classrooms

to follow vastly different curricula is not true inclusion unless all students have individualized learning plans.

Full inclusion means that children with diverse abilities have access to the same educational experiences as their peers, with schools and classrooms adapting to meet all students' needs while celebrating and valuing differences. This does not mean that specialized instruction or additional support is eliminated, but rather that such support is one of many options available to all students.

### **Access to an Inclusive Curriculum**

Booth (2000) emphasized that access to education is only the first step toward inclusion. A greater challenge is shifting societal perspectives and values to embrace diversity. In many countries, including India, overcoming this barrier remains a work in progress. The fundamental right to education is expected to bring more students with SEN into mainstream schools, driving systemic change. This shift requires innovative teaching-learning methods to ensure students with SEN can access the full curriculum in appropriate ways.

To enhance accessibility, information should be provided in alternative formats such as:

- Braille
- Audio recordings
- Sign language
- Simplified and clear language

### **Content Areas**

The educational goals for all children should be the same, but these goals must be balanced to align with each child's individual needs. Applebee (1998) highlighted the importance of "conversational domains" in curriculum planning. Rather than relying solely on rigid academic disciplines such as language, mathematics, social studies, and science, curricula should incorporate culturally relevant topics that encourage active participation and real-world

learning. Students should engage in hands-on learning experiences rather than passively absorbing information.

Research by Singh (2001) found that the curricula for students with SEN were often repetitive and lacked relevance. Many students and stakeholders felt that excessive textual content and burdensome exercises made learning difficult. Therefore, incorporating extracurricular and co-curricular activities—such as sports, arts, crafts, and cultural programs—should be an essential part of the curriculum.

Not all students with disabilities require special education services at the elementary level. With the help of assistive devices such as wheelchairs, hearing aids, and learning tools like the abacus and Taylor frames, many students can learn alongside their peers. However, some students may need:

- Additional time and alternative formats for test completion.
- Modifications, substitutions, or exemptions from certain curriculum components that pose significant challenges.
- Adapted, modified, or alternative activities in different subject areas.
- Accessible textbooks and learning materials suited to their age and abilities.
- Classroom adjustments (e.g., managing noise levels and lighting conditions).
- Additional support through technology, such as ICT tools or video-based learning.

Inclusion is fundamentally about providing meaningful learning opportunities for all students. Teachers must be prepared to modify the curriculum when necessary to offer relevant and appropriately challenging learning experiences. This flexibility may involve selecting content from a lower or higher grade level to match the student's capabilities. Some students may require a higher level of differentiation, while others may need advanced coursework. Regardless of their learning pace, all students should experience success rather than failure.

## **Evaluation**

The **NCFSE (2000)** raised concerns about the current evaluation system. Singhal (2004) found that mainstream education in India is heavily curriculum-driven and exam-oriented, placing immense pressure on students to achieve high marks. Teachers often feel compelled

to focus on completing the vast syllabus rather than prioritizing effective teaching and student understanding.

A shift in assessment methods is necessary to create a more inclusive education system. Evaluation should not be rigid or solely dependent on high-stakes examinations. Instead, it should incorporate diverse assessment strategies that accommodate different learning styles and abilities, ensuring that every child has the opportunity to demonstrate their knowledge and skills in a way that suits their needs.

## **CURRICULUM MODIFICATIONS & ADAPTATIONS**

### ***A Process for Curricular Adaptation and Decision-Making***

This decision-making flowchart provides a structured approach to identifying and implementing curricular adaptations for individual students. It serves as a tool for educators to assess and address specific student needs.

- 1. Select instructional arrangements**
- 2. Choose an appropriate lesson format**
- 3. Implement student-specific teaching strategies**
- 4. Determine curricular goals relevant to the lesson**
- 5. Adjust the physical and social classroom environment**
- 6. Design modified instructional materials**
- 7. Establish natural supports and supervision arrangements**

These steps ensure that the learning experience is tailored to accommodate diverse learners effectively.

## **A Model for Curricular Adaptation and Decision-Making**

### ***Analyzing Instructional Structure***

1. Can the student engage in the lesson without modifications while achieving the same essential learning outcomes?
2. Would adjusting the instructional setup enhance the student's participation?
  - Consider using cooperative learning groups, peer partnerships, small groups, or peer/cross-age tutoring.
3. Could modifying the lesson format improve engagement?
  - Options include interdisciplinary/thematic units, activity-based learning, role-playing, simulations, and community-referenced lessons.
4. Can adapting the teaching approach enhance the student's understanding and participation?

### ***Evaluating Task Demands and Assessment Criteria***

5. Does the student require adjustments in curricular goals?
  - Modify performance expectations, adjust pacing, simplify content, incorporate functional applications, or revise grading criteria and classroom management techniques.

### ***Examining the Learning Environment***

6. Can classroom or lesson location changes improve student engagement?
  - Modify physical arrangements, social norms, or lesson locations to better support inclusion.

### ***Assessing Instructional Materials***

7. Are different materials needed for effective participation?
  - Adjust content format, introduce alternative learning aids, modify input/output methods, or simplify abstract concepts for easier comprehension.

## ***Providing Support Structures***

8. Is personal assistance required for the student to engage successfully?
  - Possible support sources include peers, general educators, facilitators, therapists, paraprofessionals, or other support personnel.

## ***Offering Alternative Activities for Engagement***

9. Would an alternative activity benefit the student while ensuring interaction with peers?
  - This could take place in the classroom, general education settings, or community-based environments.

## **Types of Curriculum Adaptations**

Adapting curriculum should align with a student's Individualized Education Program (IEP) to meet their specific learning needs rather than making arbitrary changes.

### ***1. Using the General Curriculum Without Modification***

- In many cases, students with IEPs can participate in the standard curriculum without changes. Incidental learning occurs naturally, and students may benefit from exposure to general education content as it is.

### ***2. Different Learning Objectives Within the Same Activity***

- Students engage in the same classroom activity but with modified objectives tailored to their needs. This follows the principle of **partial participation**. Examples include:
  - Maintaining focus for a set period.
  - Using assistive devices to contribute to class discussions.
  - Expressing ideas through drawings instead of writing.
  - Holding a book during reading sessions.
  - Understanding the broader impact of historical events rather than memorizing dates and details.

### ***3. Modifications to Materials or the Learning Environment***

- Adjustments to classroom materials or settings allow students with IEPs to participate more effectively. Examples include:
  - Assigning fewer spelling words from a weekly list.
  - Using picture-based instructions instead of written ones.
  - Changing large group instruction to small groups with additional support.
  - Shifting from lecture-based teaching to cooperative learning.
  - Allowing students to use computers instead of handwriting assignments.
  - Providing enlarged text, audio books, or assistive technology.
  - Using visual schedules and note-taking guides.

### ***4. Providing Physical Assistance***

- Some students require physical support to participate in classroom activities. While natural peer support is ideal, assistance may also come from educators, paraprofessionals, or trained aides. Examples include:
  - Helping a student start a computer.
  - Guiding hand movements for handwriting tasks.
  - Assisting with switch-activated devices.
  - Completing most steps of an activity while allowing the student to perform the final steps.
  - Providing mobility assistance, such as pushing a wheelchair.

### ***5. Alternative or Substitute Curriculum***

- Sometimes referred to as a **functional curriculum**, this approach focuses on life skills when traditional academic content is not suitable. This decision should be carefully evaluated and reflected in the student's IEP. Alternative curriculum activities may occur within or outside the general education classroom. Examples include:
  - Community-based learning experiences.
  - Job skills training in school facilities (e.g., cafeteria work).
  - Learning how to use assistive communication devices.
  - Developing independent living skills, such as cooking or personal care.



## **ABL – An innovative approach**

The concept of Activity-Based Learning (ABL) is inspired by the Rishi Valley practices. It was initially introduced in Chennai Corporation Schools with slight modifications and later expanded to Panchayat Union Schools due to its success.

### ***Background and Need for ABL***

A core team was assigned to analyze existing classroom practices and identify factors contributing to low student achievement. Given their expertise in primary education, the team firmly believed that children, parents, teachers, and the government were not solely responsible for these challenges. Through an in-depth study of selected schools, the team identified several issues in the conventional teaching process, including:

- Teacher-centered classrooms with minimal student participation.
- Limited use of teaching-learning materials.
- Over-reliance on the lecture method and rote memorization.
- Assumption that teachers possess all knowledge while students lack it.
- Expectation of uniform learning pace and achievement levels among students.
- A significant gap between teachers and students.
- Emphasis on teaching rather than learning.
- No provisions for students to recover missed lessons.
- Lack of strategies to address multigrade and multilevel learning.
- Rigid evaluation methods.
- Absence of interactive and joyful learning activities.
- Limited opportunities for hands-on learning and play-based methods.
- Minimal scope for peer and self-learning.
- Focus on syllabus completion by teachers rather than actual student learning.
- Classrooms with inadequate facilities for learning activities.
- Instructional materials that were neither engaging nor comprehensive.
- Strictly time-bound learning environments, restricting flexibility.

To address these challenges, a structured approach known as **Activity-Based Learning (ABL)** was developed and implemented in Chennai Corporation Schools.

## **Implementation of the ABL Approach**

The implementation was carried out in four phases:

### **1. Capacity Building Phase**

- A core team of four program coordinators and 26 experienced teachers received multiple training sessions from the Rishi Valley Project team between 2003 and 2004.
- These trained educators collaborated to develop ABL modules.

### **2. Experimental Phase (2003-2004)**

- The ABL approach was piloted in 13 selected schools across 10 zones.
- Since printed learning cards were unavailable at the time, photocopied materials were used.
- Initially, the program was introduced only in Classes I & II, with plans to expand to Class IV.

### **3. Extension Phase (2004-2005)**

- Encouraged by positive results, ABL was expanded to all 264 Chennai Corporation Schools in 2004.
- Learning cards for Classes I & II across four subjects were developed, printed, and distributed.
- In 2005, Class III was integrated into the program.
- Workbooks for Classes I & II were created and distributed to further reinforce learning.

### **4. Evaluation Phase**

- Continuous assessment and refinement of the ABL methodology based on classroom outcomes and feedback.

## **Teacher Training and Capacity Building**

- Teachers handling Classes I & II in experimental schools were trained extensively in ABL methodology during 2003-2004.
- Regular appraisal and review meetings were conducted to ensure smooth implementation.

- A team of 100 master trainers (10 per zone/block) was trained to instruct all teachers handling Classes I to III, as well as those teaching Classes IV to VIII.
- Educational officers, headmasters, and supervisors were also trained by core team members between 2004 and 2005.
- Teachers and headmasters visited model schools to observe best practices and interact with experienced educators.
- Expert teams provided on-the-spot guidance to teachers periodically.
- A dedicated resource center at Corporation Middle School, Ranganathan Street, Nungambakkam, was established to offer continuous support to teachers.

## The ABL Process

- **Competencies are broken down into units** and converted into activities.
- Each unit is referred to as a **milestone**.
- Milestones in each subject are linked in a structured sequence called a **learning ladder**.
- Each milestone consists of different steps in the learning process, represented by **specific icons/logos**.
- Milestones and activities are arranged from **simple to complex**.
- **Group cards** are used to facilitate student organization into learning groups.
- **Evaluation is embedded** within the system through separate assessment cards and activities.
- **Workbooks and worksheets** are provided for reinforcement.
- Progress is tracked using an **annual assessment chart**.
- Each milestone incorporates a variety of activities, such as:
  - Introduction
  - Reinforcement
  - Practice
  - Evaluation
  - Remedial learning
  - Enrichment exercises

## Benefits of the ABL Approach

- **Students learn at their own pace**, reducing pressure and enhancing comprehension.
- **Greater emphasis on self-learning**, with reduced dependence on teacher-directed instruction.
- **Encourages group learning, peer learning, and self-directed learning.**
- **Teachers allocate time more effectively**, focusing on students who need additional support.
- **Active student participation is ensured** at every step of the learning process.
- **Built-in evaluation** allows continuous assessment without formal testing stress.
- **Eliminates rote learning** by encouraging hands-on, experiential activities.
- **Effectively addresses attendance-related learning gaps** by allowing students to resume learning from where they left off.
- **Customized classroom instruction based on individual student needs and interests.**
- **Offers learning flexibility**, allowing students to choose their activities.
- **Supports multigrade and multilevel learning**, ensuring no student is left behind.
- **Students must master each milestone before progressing to the next level.**
- **Boosts confidence and morale** by creating a sense of achievement.
- **Engaging, attractive learning materials** increase student interest.
- **Enhances creativity and communication skills.**
- **Encourages collaboration** by having students sit in groups and work together.
- **Promotes movement within the classroom**, allowing students to choose activities.
- **Reduces the distance between teachers and students**, transforming teachers into facilitators rather than authoritative figures.

## Expansion and Future Prospects

The ABL methodology is now implemented in selected regular schools across the state, along with **6,000 Alternative and Innovative Education (AIE) centers**. ABL learning cards, tailored to match different learning speeds, are permanently available at **Block Resource Centers**.

Initially, this **groundbreaking educational model** was tested in 10 schools per block. Following successful field trials, **ABL modules and self-learning material kits** are being introduced in additional schools.

The **Directorate of Teacher Education, Research, and Training** and the **Directorate of Elementary Education** are leading the implementation efforts, including teacher training programs.

ABL represents a **quiet revolution in innovative education**, transforming traditional teaching methods into **student-centered, activity-based learning experiences**.

**\*\*"I hear, I forget.**

I see, I remember.

I do, I understand."\*\*

This philosophy drives the ABL approach, ensuring that learning is **interactive, engaging, and meaningful** for every child.

### **SELF CHECK EXERCISE-1**

1. CWSN stands for –

- |                                 |                                |
|---------------------------------|--------------------------------|
| A. Child with Special Needs     | B. Children with Special Needs |
| C. Children with Specific Needs | D. Child with Specific Needs   |

2. Who stated that teachers regard the mainstream as curriculum-oriented and examination driven, with pressures of “high achievement”.

- |                   |          |
|-------------------|----------|
| A. Singhal        | B. NCFSE |
| C. Quinn and Ryba | D. Booth |

3. Activity Based Learning (ABL) was evolved to be implemented has how many phases

- |      |      |
|------|------|
| A. 3 | B. 5 |
| C. 6 | D. 4 |

4. Which one phase is not the part of ABL approach..

- |                       |                     |
|-----------------------|---------------------|
| A. Preparation phase  | B. Retention phase  |
| C. Experimental phase | D. Evaluation phase |

## **5.4 THE TEACHER EDUCATION CURRICULUM OF THE DISTRICT INSTITUTES OF EDUCATION AND TRAINING (DIETs):**

From the perspective of learners with special educational needs (SEN), it is essential for all Teacher Education Institutes to integrate inclusive education theories and practical strategies into their programs. Currently, the in-service programs of DIETs lack specific provisions such as trained teacher educators, resource materials, and standardized inputs on learners with SEN. In the pre-service curriculum, SEN-related content is limited to an optional paper or a single unit within a compulsory course. While initiatives under the District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA) address this component, they require further enhancement to meet the evolving needs of teachers within an inclusive education framework.

### **Recommendations:**

#### ***Early Education and Inclusive Schools***

- Ensure that all early education and care programs (ages 0–6) are responsive to children with special needs. Train Anganwadi workers to identify disabilities, utilize age-appropriate play and learning materials, and counsel parents effectively.
- Implement comprehensive measures to make all schools inclusive by:
  - Strictly enforcing the neighborhood school policy.
  - Eliminating physical barriers to accessibility.
  - Revising admission procedures to remove obstacles related to screening, parental interactions, selection, and evaluation, including in private schools.
  - Enhancing teachers' capacity to function in inclusive settings.
  - Adapting curricula to accommodate diverse learners, including children with disabilities, in both cognitive and non-cognitive areas.
  - Providing essential support services such as technology (including ICT), teaching-learning materials, and specialized educators.
  - Actively involving parents, families, and communities in all stages of education.

## ***Teacher Education and Training***

- Modify both pre-service and in-service teacher education programs to equip educators with the pedagogical skills needed for inclusive classrooms.
  - Align teaching methods with diverse student learning styles.
  - Utilize special schools as resource centers to support inclusive education.
  - Establish partnerships with higher education institutions, government bodies, and NGOs to enhance the participation of children with disabilities in education.
  - Reduce class sizes to a maximum of 30 students, or 20 if the class includes children with SEN.
  - Assign classroom teachers full responsibility for all students, ensuring additional assistance for those requiring specialized support.
  - Recognize special educators as integral members of the school community.
  - Ensure that all curriculum policies and programs are inclusive, effectively addressing the needs of students with SEN.

## ***School Administration and Student Development***

- Train school administrators, including principals, in planning and implementing inclusion-based programs.
- Focus on developing the strengths and abilities of all students rather than emphasizing their limitations.
- Incorporate diverse modes of instruction, including:
  - Sign language for hearing-impaired students.
  - Braille for visually impaired students.
  - Introduction of sign language, Braille, and finger Braille as a third language for all students.
- Promote self-reliance by fostering independent living skills, critical thinking, decision-making, and problem-solving capabilities.
- Implement a single-teacher class system up to Class V to support integrated learning experiences.
- Restructure teacher education programs to enhance effective delivery of inclusive education.

- Ensure that abstract concepts are communicated effectively to students with different learning styles.
- Introduce human rights education within teacher education programs to foster respect for diversity and inclusion.
- Integrate arts, music, drama, and sports into the curriculum to support holistic student development.

### ***Admission and Participation Policies***

- Remove assessment-based criteria for admission, retention, and participation in education, including the requirement for psycho-medical certificates.
- Ensure that no child with disabilities is required to provide certificates for admission, examinations, or access to support services and scholarships.
- Shift from a failing system to one that enables every student to overcome learning challenges.

### **Traditional vs. Collaborative Assessment**

Collaborative assessment is an interactive approach where students work together in small groups to solve problems and share knowledge. Unlike traditional assessment, which focuses on student deficits, collaborative assessment emphasizes strengths, abilities, and learning needs. Key differences include:

- Assessment linked to curriculum and learning context rather than isolated testing.
- Equal participation of students, parents, and educators in the assessment process.
- A continuous and inclusive approach, rather than a one-time evaluation.
- Emphasis on learning processes and achievements rather than just outcomes.
- Active involvement of students in their assessment rather than passive participation.

Effective assessment methods enable:

- Gifted students to advance at their natural learning pace.
- Students who learn more slowly to progress at their own pace while staying engaged with the curriculum.
- Creative and targeted support for students with specific learning difficulties.



## **Resource Support for Inclusive Education**

Students with SEN may be enrolled in regular schools, special schools, home-based education, or alternative learning systems. Regardless of the setting, providing adequate resources is critical for ensuring equal educational opportunities. Key resource requirements include:

- Special educators to support classroom teachers in accommodating students with disabilities.
- Teaching aids such as assistive technology, sign language training, and Braille materials.
- Collaboration with specialized institutions like the National Association for the Blind, which integrates students into mainstream education and provides ongoing support.
- Dedicated time for teachers to plan and coordinate with special educators and parents.

## **Staff Development and Teacher Attitudes**

The success of inclusive education depends on teachers' skills and attitudes. The **UNESCO Open File on Inclusive Education (2001)** outlines key expectations for teachers:

- Participation in curriculum development and classroom adaptation.
- Management of diverse classroom activities.
- Supporting student learning without dictating solutions.
- Cross-disciplinary teaching in culturally sensitive ways.

Key factors influencing teacher attitudes towards inclusive education include:

- Willingness to include children with SEN depending on the type of disability.
- Greater acceptance of children with visual and hearing impairments compared to those with intellectual disabilities or behavioral challenges.
- A need for improved school infrastructure and classroom modifications.
- Positive correlation between experience with disabled students and teacher attitudes.
- Female teachers showing more positive attitudes than male teachers.
- Science teachers demonstrating a more favorable view of inclusion than humanities teachers.

- Greater confidence in teaching strategies leading to a more positive approach to inclusion.
- A widespread need for more training on disability types, curriculum adaptation, and effective teaching strategies for SEN students.

## Cooperative Learning Strategies

Cooperative learning fosters teamwork by encouraging students to share responsibilities and resources. It enhances concept comprehension and promotes positive peer relationships.

Effective cooperative learning involves:

- Mixed-ability groups to avoid stigma and enhance collaborative learning.
- Carefully planned group activities that provide meaningful engagement for all students.
- Clear roles for students, with regular role rotation to ensure equal participation.
- Establishing ground rules for group work to foster a supportive learning environment.
- Encouraging interdependence through:
  - **Goal interdependence** – shared group objectives.
  - **Reward interdependence** – collective recognition for achievements.
  - **Resource interdependence** – shared materials and knowledge.
  - **Role interdependence** – assigned roles essential to task completion.

## Creating Inclusive Learning Environments

A well-designed learning space enhances child-centered education by ensuring accessibility and participation for all learners. Key elements include:

- **Physical space:** Freedom of movement and accessibility within classrooms and schools.
- **Learning corners:** Dedicated areas for independent or small-group learning with accessible resources.
- **Display areas:** Showcasing student work and feedback to foster engagement.
- **Class libraries:** Providing access to diverse reading materials, including locally sourced and student-created books.

## MEANS OF CREATING DISABLED FRIENDLY ENVIRONMENT IN SCHOOLS:

Designing schools to accommodate disabled children and those with special educational needs (SEN) requires placing their needs at the core of the design and construction process from the very beginning. This approach ensures accessibility, participation, and the creation of inspiring learning spaces.

A recent publication by the Department for Children, Schools and Families (DCSF) compiles guidance on designing inclusive school environments. It highlights that special educational needs vary widely, meaning there is no universal design solution. To develop effective approaches, it is crucial to engage stakeholders—teachers, specialists, parents, carers, and the children themselves—early in the planning process. Their input ensures that school environments are not just functional but truly inclusive and inspiring, tailored to the needs of the communities they serve.

### Principles of Inclusive Design

Inclusive design focuses on creating attractive, accessible school buildings that empower children with SEN and disabilities. This approach extends beyond a one-size-fits-all model, considering all users and eliminating barriers that could limit access to education. Key design principles include:

- **Accessibility:** Schools should feature clear layouts, accessible circulation routes, and ergonomic design elements, allowing children with SEN to participate fully alongside their peers.
- **Space Considerations:** Additional space is often required for students using mobility aids, small group learning, and personal care. Schools should also provide extra storage for mobility aids, communication devices, and teaching resources.
- **Sensory Awareness:** The learning environment should minimize obstacles by considering acoustics, visual contrast, and levels of stimuli. Thoughtful use of colors, lighting, textures, and sounds can significantly impact accessibility.
- **Enhancing Learning:** A well-designed school supports clear communication, appropriate furniture and equipment, and easy access to personal and learning resources, improving the overall educational experience.

- **Flexibility & Adaptability:** Schools should be adaptable to meet changing needs over time. Features like movable partitions and multi-purpose spaces allow for reconfiguration as required.
- **Health & Well-being:** The design should prioritize the comfort and health of children, including good ventilation, temperature control, accessible hygiene facilities, and specialized medical or therapy spaces.
- **Safety & Security:** Schools must provide a secure environment where children feel safe while developing independence. Thoughtful zoning of different functional areas and security measures help prevent unauthorized access.
- **Sustainability:** High-quality, sustainable school designs promote social cohesion, cost efficiency, and minimal environmental impact.

The concept of "Designing for Disabled Children and Children with Special Educational Needs" encompasses a variety of educational settings, including inclusive mainstream schools, special units, standalone special schools, and co-located mainstream and special school facilities. This resource allows stakeholders to tailor solutions to their specific local needs, whether for new school constructions, refurbishments, or upgrades to meet accessibility standards. It also serves as a valuable guide for developing school accessibility plans and disability equality strategies.

## Designing School Spaces

The publication focuses on creating inclusive learning and support spaces tailored to children with SEN and disabilities. It provides guidance on designing classrooms, group rooms, specialist facilities, staff areas, toilets and changing spaces, dining areas, and storage. Key design considerations are highlighted alongside area guidelines.

School spaces are categorized by education phases—early years, primary, secondary, and post-16—covering both mainstream and special school accommodations. The guidance includes detailed technical recommendations on construction, environmental services, furniture, fittings, equipment, and ICT requirements to support SEN students effectively. Example schedules help designers ensure all necessary elements are incorporated in various school types and sizes.

Schools are integral to their communities, and by 2010, all schools were expected to provide additional services such as childcare, parenting support, specialized referrals, and community access to IT, sports, and arts facilities. Creating uplifting, fully accessible school environments is essential to this broader community role and a fundamental aspect of modern educational infrastructure.

## **SELF CHECK EXERCISE-2**

1. DIET stands for....

- A. District Institutes of Education and Training
- B. District Institutes of Education and Technology
- C. District Institutes for Education and Training
- D. District Institutes for Education and Technology

2. Collaborative assessment is an ..... learning strategy.

- A. Effective
- B. Interactive
- C. Interesting
- D. Innovative

3. Department for Children, Schools and Families (DCSF) draws together guidance on designing which school environments.

- A. 'Distance'
- B. 'Integrating'
- C. 'Inclusive'
- D. None of the above

## **5.5 SUMMARY:**

Despite efforts by both governmental and non-governmental organizations (NGOs), significant challenges remain in ensuring access to education for disabled children. The primary focus, particularly in India, should be on improving educational access for learners with special educational needs (SEN). While initiatives like the District Primary Education Programme (DPEP) and the Sarva Shiksha Abhiyan (SSA) have promoted inclusion, they often treat SEN as a separate issue rather than integrating it across all educational policies. This is evident in the SSA's approach, where funding for training, parental engagement, special educators' salaries, and assistive devices is allocated separately at ₹1200 per disabled child per year, with the total budget depending on the number of identified disabled

students. Additionally, critical concerns such as curriculum accessibility and physical access to schools need urgent attention.

## **5.6 GLOSSARY**

**1. Inclusive Curriculum:** An **inclusive curriculum** ensures that all students, regardless of gender, ethnicity, socioeconomic background, or ability, have equal opportunities to participate in education without discrimination.

**2. Collaborative assessment:** It is an interactive learning strategy that involves students working together in pairs or small groups to solve problems and share their knowledge and ideas.

## **5.7 ANSWER TO SELF CHECK EXERCISE-1**

**1. B 2. A 3. D 4. B**

## **ANSWER TO SELF CHECK EXERCISE-2**

**1. A 2. B 3. C**

## **5.8 REFERENCES/SUGGESTED READINGS**

Mangal, S. K. (2009) Educating Exceptional Children: An Introduction to Special Education. New Delhi: Prentice Hall.

Puri, Madhumita and Abraham, George. (2005), Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publications.

Stainback, S. and Stainback, W. (1991), Teaching in the Inclusive Classroom: Curriculum Design, Adaptation and Delivery. Baltimore: Brookes.

## **5.9 TERMINAL QUESTIONS:**

1. What do you mean by Activity Based Learning?
2. Explain the different means of creating Disabled- Friendly Environment in Schools.
3. What are Specially Designed Resource materials for CWSN?

## **UNIT- 6**

### **ASSESSMENT APPROACHES FOR CWSN**

#### **Structure:**

6.1 Introduction

6.2 Objectives of the Lesson

6.3 Formative Assessment; Changing roles of the Teacher; Common Characteristics of inclusive school cultures; In-Service Teacher Training

Self Check Exercise-1

6.4 Implementation and Efficacy of Continuous and Comprehensive Evaluation While Evaluating CWSN

Self Check Exercise-2

6.5 Summary

6.6 Glossary

6.7 Answer to Self check exercises

6.8 References/ Suggested Readings

6.9 Terminal Questions

#### **6.1 INTRODUCTION:**

Teachers continuously assess their students' learning at various points throughout the lesson, week, term, or academic year. Traditional assessment methods are typically summative, requiring students to memorize large amounts of curriculum content and demonstrate their knowledge through written or oral tests once or twice a year. However, this approach often creates barriers for students who struggle with processing heavy content, require more time to respond, or have difficulty expressing their knowledge in conventional formats.

In contrast, continuous formative assessment, which is central to inclusive and student-centered learning, allows all students to demonstrate their understanding in diverse ways that align with their individual learning styles. This method provides ongoing feedback to both teachers and students, enabling timely adjustments to instruction and fostering deeper learning. Additionally, continuous assessment facilitates regular communication with parents, keeping them engaged in their child's educational journey. By shifting the focus from mere

evaluation to active learning and instructional guidance, assessment serves as a tool **for** and **of** learning, promoting both academic growth and meaningful educational experiences.

## **6.2 OBJECTIVES OF THE LESSON:**

After going through this Lesson, learners will be able to:

- Understand the different Assessment approaches.
- Identify the barriers to Learning and Participation of CWSN.
- Define the role of school head in evolving Inclusive Practices in schools.

## **6.3 FORMATIVE ASSESSMENT:**

Formative assessment refers to the ongoing evaluation of student learning to provide continuous feedback. This feedback helps instructors refine their teaching methods and enables students to identify their strengths and areas for improvement. More specifically, formative assessments help students recognize their learning gaps and focus on necessary skill development.

Effective formative assessment techniques include:

- **Observations** – Maintaining factual, non-judgmental records of students' activities to track progress.
- **Open-ended questioning** – Engaging students in discussions that assess their ability to express themselves and understand their reasoning.
- **Screening tests** – Identifying students' prior knowledge and skills to create meaningful learning experiences.
- **Portfolios** – Collecting samples of students' work, including essays, reports, illustrations, and non-curricular activities, to document progress and achievements over time. Portfolios focus on accomplishments rather than failures and involve students in the assessment process.
- **Learning stories** – Using narrative assessments, including written documentation and photographs, to showcase how students learn through their interactions with the world. These stories often involve parents and students in documenting progress.



- **Other tools** – Utilizing quizzes, checklists, classroom tests, learning journals, and student-teacher conferences.

Feedback is a crucial element of formative assessment, as it motivates students, informs them of their progress, and provides guidance for improvement. However, in inclusive classrooms, teachers must carefully design assessments and feedback mechanisms to ensure all students, including those with disabilities, receive appropriate support. Children with learning difficulties should not be excluded from participation. Feedback should come from teachers, peers, parents, and students themselves.

### **Changing Roles of Teachers**

In traditional education settings, teachers primarily serve as sources of information. However, in child-centered and inclusive classrooms, their role shifts and becomes more dynamic, adapting to different situations. Some key roles include:

- **Facilitator** – Creating learning opportunities and encouraging constructive student participation.
- **Manager** – Organizing and guiding discussions to ensure all students contribute.
- **Observer** – Monitoring students' activities in various settings (individual work, group tasks, play) to better understand their needs and tailor lessons accordingly.
- **Learner** – Continuously reflecting on teaching methods and seeking ways to make learning more meaningful.

### **Developing Inclusive School Cultures**

Inclusive education extends beyond integrating children with disabilities into mainstream schools. It involves a fundamental shift in school culture, policies, and practices to ensure inclusivity at all levels. Characteristics of an inclusive school culture include:

- Embracing diversity among students and staff as a strength.
- Fostering teamwork and collaboration among staff.
- Encouraging problem-solving and cooperative learning among students and teachers.
- Reflecting on and adapting teaching strategies to improve inclusivity.
- Distributing leadership roles across staff members.

- Maintaining a strong commitment to inclusive education, even when challenges arise.
- Understanding the broader social and political dimensions of inclusion.
- Using language and symbols that reinforce inclusivity and engage the community.
- Prioritizing learner needs over rigid curriculum content in lesson planning.
- Ensuring an unwavering commitment to inclusive education.

### **Strategies to Build an Inclusive School Culture:**

- Translating national inclusive education policies into school-level guidelines.
- Embedding inclusive principles into all aspects of school life (teaching methods, meetings, supervision, student interactions, budgeting, etc.).
- Engaging stakeholders, including teacher associations, school boards, and parents, in disability awareness programs.
- Ending segregation by integrating inclusive teaching in all classrooms.
- Collaborating with municipal authorities, educators, parents, and community members to develop inclusive policies.
- Providing necessary support within mainstream classes for students with disabilities.
- Regularly monitoring schools to prevent formal or informal segregation, with parent involvement to ensure accountability.

### **Pre-Service Teacher Training**

Many teacher training programs fail to equip educators with the knowledge and confidence needed to support students with disabilities in regular classrooms. This lack of training contributes to the exclusion of students with disabilities from education. To address this, all teachers require:

- Comprehensive initial training.
- Ongoing in-service support.
- Continuous professional development in inclusive education.

Teachers who are well-trained in inclusive education:

- Recognize and appreciate student diversity.
- Have a positive outlook on including students with disabilities in mainstream schools.

- Develop skills to address the needs of all learners effectively.

## **Understanding Inclusive Education**

Inclusive education is understood and implemented differently across countries, and even within the same country, there may be disparities between policy and practice. Many international conventions and policies promote inclusive education through a rights-based approach, focusing on social inclusion rather than a medical model of disability. However, teacher training often still follows a medical model, which primarily emphasizes identifying disabilities and making accommodations rather than fostering an inclusive learning environment.

A medical approach tends to focus on "fixing" the child rather than addressing environmental and systemic barriers to education. This approach often results in segregation or efforts to "normalize" students with disabilities, which contradicts the principles of inclusive education.

For effective inclusive education, policymakers and educators should:

- Recognize it as a process of increasing participation and reducing exclusion.
- Treat it as an ongoing effort that requires reflection, adaptation, and professional development.
- Integrate it into all aspects of education, from curriculum development to school infrastructure.
- Promote a shared responsibility for inclusion, involving all educators rather than just specialists.
- Recognize the interconnection of education with other sectors such as health, transportation, and social services.
- Actively recruit and train teachers with disabilities.
- Ensure sustainable funding for inclusive teacher training programs.

## **Teacher Training Models**

There are two primary approaches to preparing teachers for inclusive education:

1. **Separate Modules** – Some training programs include optional courses on special needs education. However, these modules are often limited in scope and participation, reinforcing the misconception that inclusive education is separate from "normal" teaching.
2. **Embedded Approach** – Inclusive education principles are integrated throughout all teacher training programs. This approach ensures that all educators develop inclusive values, pedagogical strategies, and a sense of responsibility for all students.

Research suggests that using child-centered pedagogy and accommodating students with disabilities benefits all learners. Therefore, mandatory inclusive education courses for all student teachers enhance overall education quality.

### **Teacher Training Content**

A key discussion in teacher training is determining the knowledge, skills, and attitudes required to teach in inclusive settings. Traditional training models often focus on disabilities, medical causes, and individualized adjustments rather than broader systemic changes. This can lead to:

- A focus on individualized education plans rather than improving the overall learning environment.
- Missed opportunities to implement inclusive teaching strategies that benefit all students.
- Teachers feeling unprepared or lacking confidence in their ability to support students with disabilities.

Instead, teacher training should:

- Equip educators with inclusive pedagogy, values, and classroom management strategies.
- Address both environmental and systemic barriers to education.
- Promote universal design for learning, which minimizes the need for specialized adjustments.

- Provide a basic understanding of different disabilities while emphasizing inclusive teaching strategies.

### **Key components in inclusive teacher training:**

- **Identifying Learning Needs and Barriers:** Understanding the specific learning needs of children and recognizing the barriers within the classroom, school, and community that affect their participation and achievement.
- **Innovative Support Strategies:** Developing creative methods to ensure all children can learn and actively participate in school and community activities.
- **Collaboration:** Building partnerships with colleagues, parents, and community members to enhance inclusive education.
- **Accessing Additional Resources:** Knowing where to find extra support and materials when needed.

### **Teacher Trainers**

Many teachers express a desire to experience and practice child-centered, inclusive pedagogy. However, most pre-service teacher training programs rely heavily on lecture-based instruction, focusing more on knowledge acquisition rather than skill development, values, and attitudes. These courses often lack opportunities for hands-on practice in real school environments.

A major challenge is that many teacher trainers themselves have limited experience with inclusive teaching methods. As a result, they may struggle to fully prepare student teachers for inclusive classrooms. Trainers need support to develop self-reflective skills, allowing them to critically examine their own beliefs, values, and attitudes regarding inclusion and disability. They should model inclusive teaching practices in their own lessons, emphasizing the importance of self-reflection for both trainers and students. Without opportunities to reflect deeply on course content, teachers may struggle to apply inclusive education principles in practice.

## **Involving People with Disabilities in Teacher Training**

To bridge the gap between theory and practice, teacher training programs—both pre-service and in-service—should be designed in collaboration with a range of stakeholders, including people with disabilities and Disabled People’s Organizations (DPOs). Their involvement ensures training is practical, relevant, and reflective of real-world experiences.

Ways to include people with disabilities in teacher training:

- Engage them in policy discussions on education strategies, teacher training, and curriculum development.
- Promote the recruitment and training of teachers with disabilities.
- Invite guest speakers with disabilities to share their experiences in training sessions.
- Provide student teachers with opportunities for practical experience in inclusive schools or community settings.
- Involve people with disabilities in school management, parent committees, and community initiatives.

## **In-Service Teacher Training**

Ongoing professional development is essential for all teachers to effectively implement inclusive education. In many countries, in-service training is primarily delivered by NGOs or donor-funded programs, often using the cascade model.

### ***Challenges of the Cascade Model***

The cascade model trains a core group of teachers, who then train their colleagues, creating a chain of training. While this approach is cost-effective and allows for widespread dissemination of information, it has limitations. Key messages may be diluted as training is passed down, and teachers at later stages may lack the depth of knowledge required to effectively answer questions or provide real-life examples. Additionally, the model often overlooks essential principles of professional learning.

## ***Enhancing the Cascade Model's Effectiveness***

To improve the impact of cascade training, the following strategies can be implemented:

- Providing core teachers with detailed materials and lesson plans.
- Offering continuous professional development for trainers.
- Establishing school-based support systems to help transfer knowledge into daily classroom practice.
- Implementing mentoring programs where experienced teachers support newer ones.
- Encouraging peer support among teachers for experience-sharing and collaboration.
- Conducting central monitoring and follow-up visits to ensure effectiveness.

## ***School-Based Training Model***

An alternative approach is school-based training, where training occurs within the school and involves all relevant stakeholders. This model ensures that inclusive values are embedded across the school community, encouraging a shared responsibility for student learning. It also provides hands-on, context-specific learning opportunities, enabling teachers to immediately practice new strategies with expert guidance.

Key aspects of the school-based model:

- School development plans and post-training monitoring ensure sustainability.
- Cluster training allows schools to collaborate, exchange ideas, and engage in local study visits.
- Distance learning can be utilized in areas with limited resources or geographically dispersed teachers.
- Additional informal approaches such as school visits, peer observations, coaching, conferences, teacher networks, and mentoring enhance teachers' skills and confidence.

For successful implementation, in-service training should align with pre-service programs and national education strategies. Isolated short-term training courses may lead to misconceptions that inclusive education is a specialized area rather than a whole-school approach requiring systemic change.

## **Support for Teachers**

Inclusive teaching can be challenging, but teachers can find support from various sources within the school community.

### ***Peer Support from Students***

Peer support programs encourage children to help each other, fostering an inclusive environment. Examples include:

- **Circle of Friends:** Encourages children to build friendships that provide social and practical support.
- **Making Action Plans (MAPS):** Involves children in support teams for peers with disabilities, helping to develop and implement interventions for increased participation.

These programs benefit all students, improving social and problem-solving skills while fostering a more inclusive school environment.

### ***Collaboration Among Teachers***

Teachers learn best from each other. Peer observation and coaching are valuable professional development tools:

- **Peer Observation:** Teachers observe each other's lessons to gain insights and exchange ideas. This process can be structured or informal, ensuring mutual learning without fear of evaluation.
- **Peer Coaching:** Teachers reflect on challenges together, develop strategies, and support each other in implementing inclusive teaching approaches. Coaches offer feedback, model strategies, and encourage self-reflection.

### ***Parental Engagement***

Parents play a vital role in their children's education. Regular communication between teachers and parents helps create meaningful, child-centered learning opportunities.

Ways to strengthen teacher-parent collaboration:



- Face-to-face meetings during school drop-offs/pick-ups.
- Home visits and home-school notebooks.
- School blogs and parent-teacher conferences.
- Involvement in parent associations to support school planning and problem-solving.

### ***Community Involvement***

Schools can tap into community resources for additional support. Engaging community members enhances the learning environment and provides valuable resources for inclusive education.

Ways community members can contribute:

- Assisting in making accessible learning materials.
- Helping improve school accessibility.
- Providing transportation for students with disabilities.
- Volunteering in classrooms to support individualized and group instruction.
- Establishing community councils to address learning barriers.
- Supporting fundraising efforts for learning aids and assistive devices.
- Advocating for inclusive education policies with local authorities.

### **Role of Specialist Teachers and Resource Centers**

Many countries are transitioning from special education toward inclusive education. Special schools are being transformed into resource centers that provide expertise and support to mainstream schools. Specialist teachers now act as support teachers, advising and demonstrating inclusive teaching strategies rather than working in isolation.

However, careful planning is needed to prevent resource centers from reinforcing the idea that children with disabilities require separate education. Instead, these centers should empower regular teachers to adopt inclusive practices, ensuring children with disabilities are fully integrated into mainstream classrooms.

### **SELF CHECK EXERCISE-1**

1. Formative assessment is....

- A. Assessment of Learning      B. Assessment for Learning  
C. Assessment of Placement    D. None of the above

2. Formative assessment techniques include:

- A. Observations                      B. Screening Tests  
C. Portfolios                          D. All of the above

3. Teacher as a facilitator providing the appropriate learning opportunities and encouraging children to contribute ideas in a constructive manner.                      True/False

#### **6.4 IMPLEMENTATION AND EFFICACY OF CONTINUOUS AND COMPREHENSIVE EVALUATION WHILE EVALUATING CHILDREN WITH SPECIAL NEEDS:**

The Central Board of Secondary Education (CBSE) introduced the Continuous and Comprehensive Evaluation (CCE) scheme to address the shortcomings of the traditional examination system. According to CBSE, CCE is a school-based evaluation system that encompasses all aspects of a student's development. This approach aims to assess every facet of a child's learning experience during their time in school.

In the context of inclusive education, CBSE emphasizes the need for an Individual Evaluation Program (IEP) for children with special needs (CWSN). Each child should have specific learning goals tailored to their unique abilities and needs, as determined through individualized appraisal methods. The present research focuses on understanding the perceptions of teachers working in schools in East Delhi regarding the implementation and efficacy of CCE for CWSN. The study reveals that teachers acknowledge having access to CBSE circulars and evaluation guidelines for CWSN. Additionally, schools have provisions for counselors to support these students.

**Introduction:** A well-structured evaluation and examination system benefits both learners and the broader educational framework by providing credible feedback. Education aims to prepare individuals for a meaningful and productive life, and evaluation serves as a tool to measure the extent to which this goal is achieved (NCERT, 2005).

CCE is a modern evaluation method designed to alleviate the stress associated with board examinations while ensuring a more uniform and comprehensive educational structure. This scheme involves a holistic assessment of students, covering both scholastic and co-

scholastic aspects of their development. As a curricular initiative, CCE shifts the emphasis from mere testing to fostering holistic learning, aiming to nurture responsible citizens with sound health, essential skills, and desirable qualities, alongside academic excellence.

By identifying students' learning difficulties and strengths early in the academic session, CCE facilitates the implementation of appropriate remedial measures to enhance learning outcomes. This approach significantly reduces the pressure on students before and during examinations, thereby fostering a more supportive and effective learning environment.

### **SELF CHECK EXERCISE-2**

1. Who introduced Continuous and Comprehensive Evaluation scheme (CCE) to overcome the shortcomings of traditional examination system.....

- |          |                      |
|----------|----------------------|
| A. CBSE  | B. NCERT             |
| C. SCERT | D. None of the above |

2. CCE helps in improving student's .....

- |                |                 |
|----------------|-----------------|
| A. Attitude    | B. Performance  |
| C. Personality | D. Intelligence |

### **6.5 SUMMARY:**

The enactment of The Persons with Disabilities Act in 1996 positioned India among the few nations with legislation supporting integrated education. This marks a significant milestone, as the country has now overcome a major legislative barrier. However, several challenges remain in effectively implementing the law's core objectives. Deep-rooted societal attitudes toward disability must be reshaped through educational programs aimed at both teachers and the general public. These initiatives require financial investment, cooperation among national and state education stakeholders, and collaboration with universities to promote research-driven solutions. Ultimately, the success of integrated education in India will depend on how well educators and institutions work together to navigate the country's culturally diverse landscape.

### **6.6 GLOSSARY**

**1. Continuous-** The term 'continuous' refers to regularity in assessment.

**2. Comprehensive-** The term 'comprehensive' implies that evaluation of learners' performance is carried out in both scholastic and co-scholastic areas.

**3. CCE :** CCE scheme refers to a school-based evaluation of students that covers all the aspects i.e. scholastic and the co-scholastic aspects of a student's development

### **6.7 ANSWER TO SELF CHECK EXERCISE-1**

**1. B 2. D 3. True**

### **ANSWER TO SELF CHECK EXERCISE-2**

**1. A 2. B**

### **6.8 REFERENCES/ SUGGESTED READINGS**

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### **6.9 TERMINAL QUESTIONS**

- 1.** What do you mean by Formative Assessment?
- 2.** Describe the role of school head in developing inclusive practices in schools?
- 3.** Explain different Assessment Approaches for CWSN.

## **UNIT- 7**

### **IDENTIFYING BARRIERS TO LEARNING AND PARTICIPATION OF CWSN**

#### **Structure:**

7.1 Introduction

7.2 Objectives of the Lesson

7.3 Identifying Barriers to Learning and Participation of CWS; Environmental barriers;  
Intentional barriers

Self Check Exercise-1

7.4 Unintentional barriers and Physical barriers

Self Check Exercise-2

7.5 Summary

7.6 Glossary

7.7 Answer to Self check exercises

7.8 References/ Suggested Readings

7.9 Terminal Questions

#### **7.1 INTRODUCTION:**

Teachers need to assess their students' learning at various points throughout the lesson, week, term, or academic year. In traditional teaching methods, assessment is primarily summative, requiring students to memorize extensive curriculum content and demonstrate their knowledge through written or oral exams once or twice a year. However, this approach can create challenges for many students, particularly those who struggle with processing large amounts of information, need more time to respond, or find it difficult to express their understanding in written or verbal form.

In contrast, continuous formative assessment, used in inclusive and student-centered classrooms, allows all learners to demonstrate their knowledge and skills in diverse ways, reflecting their unique learning pathways. This approach provides valuable feedback to teachers, enabling them to adjust their lessons in real-time to support every student's understanding. Additionally, it helps students recognize their progress and areas for improvement. Regular communication with parents ensures they stay engaged in their child's

learning journey throughout the school year. By integrating assessment into the learning process, this method supports both teaching and learning, making it an essential tool for educational growth. It serves as both assessment *for* learning and assessment *of* learning.

## **7.2 OBJECTIVES OF THE LESSON:**

After going through this Lesson, students will be able to:

- Identify the barriers to Learning and Participation of CWSN.

## **7.3 IDENTIFYING BARRIERS TO LEARNING AND PARTICIPATION OF CWSN:**

Barriers to learning are any factors that hinder a learner from fully engaging in the educational process. These barriers can be physical, mental, emotional, cultural, or social and may include:

- **Lack of Access:** Limited access to the classroom environment or lesson objectives.
- **Unmet Needs:** Unaddressed special educational needs (SEND), challenging home circumstances, or mental health difficulties.
- **Learning Disabilities:** Cognitive challenges that affect a student's ability to engage with learning.
- **Other Factors:** Resistance to change, peer pressure, fear of failure, lack of focus or motivation, insufficient prior knowledge, misunderstanding the importance of education, course format limitations, generic learning experiences, accessibility issues, and impairments.

Following discussions, all identified barriers across eight schools were categorized into four key themes:

- (a) Environmental barriers
- (b) Intentional attitudinal barriers
- (c) Unintentional attitudinal barriers
- (d) Limitations due to physical disabilities

## **(a) Environmental Barriers**

Students reported various physical obstacles, including:

- **Entry into School:** Many schools had only one accessible entrance, often located at the back of the building, requiring students to take a longer route. Steep ramps, high door ledges, and heavy doors without automatic openers further restricted access.
- **Navigating the Building:** Narrow passageways, overcrowded hallways, and limited space between desks posed challenges. Movement became even more difficult during winter due to cluttered hallways filled with boots and clothing.
- **Elevator Access:** When available, elevators were often slow, required a key (held by only one staff member), or were inoperable during fire drills, forcing students using wheelchairs to wait upstairs for assistance—an experience they described as terrifying.
- **Facilities:** Many essential facilities were not fully accessible, including:
  - Washrooms lacking proper adaptations.
  - Lockers with hooks placed too high or difficult-to-use combination locks.
  - Water fountains positioned too high for wheelchair users.
  - Recreational spaces, including gyms and sports equipment, that were not designed for accessibility, leading to exclusion from physical activities and social events like school dances.

## **(b) Intentional Attitudinal Barriers**

Students in focus groups reported experiencing various forms of social exclusion, bullying, and discrimination, including:

- **Isolation:** Some students felt ignored or struggled to form friendships.
- **Physical Bullying:** Instances of peers pushing their wheelchairs without consent or, in one case, deliberately knocking a student out of their wheelchair.
- **Emotional Bullying:** The most commonly reported issue, including name-calling, staring, whispering, being labeled as "stupid," and experiencing condescending attitudes from teachers. Many students noted that rather than asking about their disability, their peers would simply stare and gossip, making them feel alienated.

## SELF CHECK EXERCISE-1

1. Which one is not the barrier to learning and participation of CWSN:
  - A. Environmental barriers
  - B. Intentional attitudinal barriers
  - C. Non-intentional attitudinal barriers
  - D. Unintentional attitudinal barriers
2. Environmental barriers not includes :
  - A. Stairs and Ramps
  - B. Chairs
  - C. Elevators
  - D. Doors
3. One of the most frequent attitudinal barrier mentioned was that of emotional bullying.  
True/False

## 7.4 Unintentional attitudinal and Physical barriers

### ***(c) Unintentional Attitudinal Barriers***

Unintentional attitudinal barriers arise from a lack of knowledge, education, understanding, or effort on the part of the educational system or staff. Among the most commonly reported issues was a lack of awareness among teachers and support staff. This often resulted in:

- Assigning inappropriate substitute work instead of adapting the curriculum.
- Automatically designating students with special needs as teacher's helpers in physical education rather than ensuring inclusive participation.
- Unjustifiably excluding students with disabilities from certain classes.
- Misunderstanding students' physical abilities or limitations.

One student shared a particularly frustrating experience: *"I can handle water fountains being too high, but when a teacher scolds me for speaking too loudly while trying to ask someone behind me to stop pushing me in the wrong direction, that's unfair. They're behind me and can't hear me unless I raise my voice."*

Another significant issue was the failure to consider wheelchair accessibility when designing or renovating schools, leading to ongoing challenges in mobility and participation.



#### ***(d) Physical Barriers***

Beyond environmental and attitudinal obstacles, students also face challenges related to their own physical conditions or disabilities. Many require the assistance of a personal aide for basic activities such as:

- Dressing for recess.
- Personal care.
- Support with remedial education.
- Navigating the school environment.

Additionally, students frequently need extra time to move between classes, eat lunch, or complete schoolwork. They expressed the need for school staff to understand these requirements, along with the specifics of their disabilities, to foster a more supportive learning environment.

#### **Suggested Facilitators**

Students also proposed several solutions to improve accessibility and enhance participation, focusing on three key areas:

#### ***(a) Environmental Modifications***

To address physical barriers, they recommended:

- **Technological solutions:**
  - Motion sensors for automatic doors, sinks, and toilets.
  - Keypad entry or fingerprint ID for accessing lockers and elevators.
  - Voice recognition technology for activating various accessibility features.
- **Architectural improvements:**
  - Lowering locker shelves, hooks, and water fountains.
  - Widening hallways and classrooms.
  - Installing ramps near stairs and ensuring gradual inclines.
  - Removing unnecessary doors and equipping remaining ones with automatic openers.

- Expanding and adapting recreational spaces.
- **Washroom accessibility upgrades:**
  - Lowering sinks and ensuring soap and paper towels are within reach.
  - Enlarging stalls for easier wheelchair access.
  - Installing grab bars and positioning toilet paper dispensers closer to toilets.

### ***(b) Social and Policy Changes***

Students emphasized the need for increased awareness and training for school staff on inclusivity and accessibility. This includes fostering an environment that encourages empathy, reduces stigma, and ensures that all students are given equal opportunities to participate in school activities.

### ***(c) Institutional Resources***

Additional resources, such as hiring more support staff, improving accessibility planning in school infrastructure, and integrating assistive technologies, were highlighted as crucial in removing barriers and promoting an inclusive learning environment.

### **SELF CHECK EXERCISE-2**

1. Unintentional attitudinal barriers relate to the lack of.....
 

A. Knowledge	B. Understanding
C. Education	D. All of the above
2. The failure to plan or get advice for the wheelchair access when building or renovating a school. This is example of....
 

A. Physical Barrier	B. Unintentional Barrier
C. Intentional Barrier	D. Environmental Barrier
3. The facilitators focused on three areas: environmental modifications, social/policy changes, and institutional resources. True/ False

### **7.5 SUMMARY:**

With the enactment of *The Persons with Disabilities Act* in 1996, India took a significant legislative step toward promoting integrated education, joining a select group of countries with

such legal provisions. However, several challenges remain in implementing the law's objectives effectively. One of the most pressing issues is the deep-rooted attitudinal barriers shaped by India's historical approach to disability. Addressing these requires well-structured education programs for both teachers and the broader community.

Achieving inclusive education demands financial investment and collaboration among national and state education authorities, alongside partnerships with universities to support research-driven initiatives. Ultimately, the success of integrated education in India will depend on how well educators and the education system work together to embrace diversity within the country's complex cultural landscape.

## 7.6 GLOSSARY

1. **Barrier:** Barrier to learning is anything that prevents a learner from fully engaging in the learning process.
2. **Facilitator:** A facilitator is a person or organization that helps another one to do or to achieve a particular thing.

## 7.7 ANSWER TO SELF CHECK EXERCISE-1

1. C   2. B   3. True

## ANSWER TO SELF CHECK EXERCISE-2

1. D   2. B   3. True

## 7.8 REFERENCES/ SUGGESTED READINGS

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## **7.9 TERMINAL QUESTIONS**

1. Name the barriers to learning and participation of CWSN.
2. Explain the Environmental and Physical barriers to learning.
3. Differentiate between Intentional and Unintentional barriers.

## UNIT- 8

### MEANS OF PROVIDING REMEDIAL INSTRUCTION AND FEEDBACK

#### Structure:

8.1 Introduction

8.2 Objectives of the Lesson

8.3 Means of Providing Remedial Instruction and Feedback to CWSN; Challenges to Implement Integrated Education

Self Check Exercise-1

8.4 Possible Strategies to Address Some Of The Challenges; Role of Head Teacher and Teacher in Evolving Inclusive Practices and Developing Inclusive Values

Self Check Exercise-2

8.5 Summary

8.6 Glossary

8.7 Answer to Self check exercises

8.8 References/ Suggested Readings

8.9 Terminal Questions

#### 8.1 INTRODUCTION:

Continuous assessments play a crucial role in providing teachers with real-time feedback, allowing them to adjust their lessons to ensure that all students grasp the material. For students, these assessments help track progress and identify areas for improvement.

Remedial education can be delivered through various models, with the most common being **push-in** and **pull-out** services. In a push-in model, a remediation teacher supports students within the general classroom setting, offering targeted assistance to individuals or small groups. In a pull-out model, students receive additional support in a separate learning environment tailored to their needs.

Regular communication with parents about their child's strengths and areas for improvement ensures their active involvement in the learning process throughout the school year. This

approach integrates assessment as a tool to promote learning and guide instruction, serving as both **assessment *for* learning** and **assessment *of* learning**.

## **8.2 OBJECTIVES OF THE LESSON:**

After going through this Lesson, you will be able to:

- Discuss the means of providing Remedial Instruction and Feedback
- Define the role of school head in evolving Inclusive Practices in schools.

## **8.3 MEANS OF PROVIDING REMEDIAL INSTRUCTION AND FEEDBACK (CWSN):**

The uniqueness of each learner presents both an intriguing aspect of the classroom and a significant challenge for educators. These differences extend beyond intellectual abilities to physical, emotional, and interpersonal traits, creating a highly diverse learning environment. To accommodate this diversity, teaching methods must be tailored to meet the distinct needs of students. Factors such as learning pace and preferred learning styles—whether visual, auditory, or tactile—must be considered when designing curricula.

To foster an inclusive educational environment, support systems must be established to empower students. Some of these supports need to be developed within the individual, while others should be provided externally. Although these strategies may seem universally beneficial, they are particularly critical for students with special needs. Educators must make a deliberate effort to integrate these practices to ensure meaningful inclusive education. While some basic measures are commonly implemented, the following essential aspects are often overlooked:

### **1. Enhancing Self-Concept**

Research indicates that a positive self-concept significantly impacts academic achievement. A student's self-perception is shaped by external feedback from society, school, peers, and family. A nurturing and accepting environment fosters self-confidence, whereas experiences of bullying, exclusion, or criticism can lead to feelings of inferiority. By helping students recognize their strengths and adapt to challenges, educators can contribute to the development of a strong and positive self-concept.

## **2. Encouraging a Positive Attitude**

Learners must cultivate a constructive outlook toward education, society, and life in general. Complaining about uncontrollable circumstances breeds negativity, while embracing core values and beliefs promotes a healthy mindset. A pessimistic or cynical attitude limits progress, whereas approaching life with optimism and resilience enables growth.

## **3. Fostering Motivation for Excellence**

Goal-setting is crucial for maintaining focus and driving academic success. Students should be encouraged to establish both short-term and long-term goals, fostering a sense of purpose and enthusiasm for learning. Genuine interest in their activities promotes deep engagement, and intrinsic motivation—rather than external pressure—plays a key role in achieving excellence.

## **4. Promoting Peer Acceptance**

Students with disabilities must be included and accepted by their peers. Creating a supportive classroom environment ensures that they feel valued rather than marginalized. True inclusivity is reflected in positive peer interactions, making mutual acceptance a priority. Given the emphasis on collaborative learning, smooth group dynamics are essential.

## **5. Strengthening Coping Skills**

Every individual possesses a unique mix of strengths and weaknesses. Students must be guided to identify their capabilities and maximize their potential. Accepting one's limitations and leveraging strengths leads to more effective learning strategies. Psychological resilience, coupled with positive emotions, enables students to overcome challenges more effectively.

## **6. Recognizing Individual Differences**

No two students are alike in terms of personality, learning styles, or needs. Various assessment tools can help educators identify these differences, even without specialized training in psychology. By developing individual learner profiles, teachers can tailor instructional strategies to address diverse needs. Recognizing and respecting these differences is fundamental to an effective teaching-learning process.

Educators and school administrators must take proactive steps to create a welcoming and equitable learning environment for all students, regardless of their abilities or backgrounds. A

truly inclusive school is one that acknowledges and addresses diverse learning needs while ensuring equal opportunities for every student.

## **Challenges in Implementing Integrated Education**

### ***1. The Intersection of Poverty and Disability***

With a population exceeding 1 billion, India is home to 17% of the world's people and 20% of the world's out-of-school children. Despite economic progress, over 260 million Indians still live in poverty. Many children with disabilities belong to low-income families, making access to education particularly challenging. Research suggests that while disability can lead to poverty, poverty itself can also contribute to disability. This creates a cycle of “simultaneous deprivation,” where individuals with disabilities face compounded barriers to education and community participation.

To address this, the Indian government has allocated 3% of poverty alleviation funds to families with disabled children. However, encouraging financially struggling families to prioritize education—given the associated costs—remains a significant challenge.

### ***2. Deeply Entrenched Attitudinal Barriers***

Social attitudes toward disability pose a major challenge to integration. Negative perceptions, often rooted in cultural and religious beliefs, contribute to exclusion. For example, some traditional Hindu beliefs attribute disability to past-life misdeeds (karma), leading to stigma and discrimination. In many cases, religious institutions and societal norms reinforce these misconceptions rather than promoting inclusion.

Studies highlight that disability in India is often viewed as an “evil eye” or a source of shame, fostering guilt and fear within families. While Indian society embraces diversity in many aspects, its attitude toward disability remains largely exclusionary. To harness the potential of over 30 million people with disabilities, outdated prejudices and myths must be actively dismantled.



### ***3. Lack of Awareness and Public Education***

Many parents, educators, and school administrators remain unaware of the full provisions of India's disability legislation. Additionally, many schools are uninformed about available funding for integrating students with disabilities. Research suggests that educators who understand government policies tend to have a more positive attitude toward inclusive education. Similarly, when parents are informed and supportive, they can positively influence school policies.

Efforts to spread awareness about the **Persons with Disabilities Act** have been limited in scope. To address this gap, experts recommend establishing a **National Resource Center for Disabilities**, which would:

- Collect and disseminate information on disability-related issues.
- Provide educational content through TV, radio, and the internet.
- Monitor media representation of disability to prevent negative portrayals.
- Showcase successful inclusion models through documentaries and awareness programs.

Such initiatives would help change societal attitudes and provide educators with practical insights into successful integration strategies.

### ***4. Inadequate Teacher Training***

A significant challenge in implementing integrated education is the lack of trained educators. Most Indian teacher training programs do not include a dedicated unit on disability studies. Even when special education topics are covered, they often lack practical strategies for inclusive teaching. Additionally, teacher trainees rarely receive hands-on experience in integrated classrooms.

There is also a severe shortage of special educators in India. According to the **Rehabilitation Council of India (RCI)**, as of the late 1990s, the country had only 9,492 trained special education teachers, while an estimated 44,000 were needed to meet demand. Even if this target were achieved, only 10% of children with disabilities would receive adequate educational support.



### ***Teacher Training:***

For inclusive education to be effectively implemented in India, teacher training must be prioritized. Authorities can consider training at least one teacher from each school or a cluster of schools. These teachers should receive specialized training to work with diverse disabilities and serve as integration specialists or inclusion facilitators for nearby schools. This approach has already shown success in certain regions of India under the PIED program and has been recommended by researchers such as Jangira (1995), Jha (2002), and Myreddi & Narayan (2000). Additionally, ongoing training programs should be provided to in-service teachers to update their knowledge and skills in inclusive education strategies.

Regular school teachers need training to understand and implement inclusive education effectively. A key challenge in this training is determining the specific content to be covered. Given India's vast cultural, linguistic, and socio-economic diversity, further research is needed in this area. Sharma (1992) suggests that pre-service training curricula should incorporate feedback from both special and regular educators. Studies in India indicate that teachers require fundamental skills, professional knowledge, and interaction techniques (K. Sharma, 1992; U. Sharma & Pillay, 1997), along with expertise in assessment methods, resource management (Das & Pillay, 1999), multigrade teaching, instructional techniques, and cooperative learning methods.

### ***Developing Innovative Training Systems:***

Many experts believe that inclusive education cannot be successfully implemented unless large-scale training is provided to regular school educators. Given the sheer number of teachers requiring training, traditional methods alone are insufficient. Therefore, innovative models should be developed for mass training. One potential approach is **Distance Open Learning (DOL)**, as suggested by Ramanujam (2001). The Indira Gandhi National Open University (IGNOU) has a strong history of offering large-scale education programs through the DOL system. In collaboration with the Rehabilitation Council of India, IGNOU is exploring the possibility of offering courses for educators working with children with disabilities. These courses, combined with ongoing in-service training, could greatly benefit school educators. However, it is crucial that any such training program emphasizes the practical implementation of inclusive education.

### ***Collaboration Between Ministries:***

Various ministries in India oversee services for persons with disabilities (Alur, 2001). For example, while the Ministry of Human Resource Development is responsible for integrated education, special schools fall under the Ministry of Social Justice and Empowerment. This administrative division often leads to inefficient resource allocation. To optimize the use of available funds and resources, administrative arrangements need to be streamlined, ensuring better coordination between ministries working for persons with disabilities.

### ***Involvement of NGOs in Inclusive Education:***

India has over a million NGOs (Canadian International Development Agency, 2003), many of which provide educational services to children with disabilities. Their widespread presence across both urban and rural areas makes them well-positioned to support inclusive education initiatives. However, many NGOs still advocate for segregated education, believing it to be the most effective approach (Alur, 2001). It is essential to raise awareness among key stakeholders in these organizations about the benefits and practical applications of inclusive education. Proper training can help NGOs actively contribute to the successful implementation of inclusive education in mainstream schools.

### ***Establishing an Alternative Examination System:***

A major concern among educators in India is that integrating students with disabilities into mainstream classrooms may lower academic standards, as these students might struggle to pass traditional exams (U. Sharma & Desai, 2002). This concern is valid, as student performance is often linked to teachers' career growth. To address this issue, an alternative assessment system should be introduced for students with disabilities. A similar approach is already in place in the United States, where students are evaluated based on activities that highlight their strengths rather than their disabilities. Implementing such a system in India could encourage more teachers to embrace inclusive education without fearing a decline in academic performance.

### ***School-University Partnerships:***

India's multilingual, multicultural, and multi-religious environment presents challenges in implementing educational reforms. Local universities in different states and union territories can play a crucial role in addressing these challenges. Universities can initiate pilot projects in collaboration with local schools to develop region-specific strategies for inclusive education. Additionally, educational materials on practical strategies should be made available in local languages for easier access by teachers.

Evidence from Western countries suggests that such collaborative projects can significantly improve outcomes for students with disabilities as well as their teachers. One such initiative, the **Learning Improves in Networking Communities (LINC)** program, was implemented in Australia as a partnership between the Catholic Education Commission, Victoria (CECV), and Monash University. The project aimed to identify key factors contributing to successful inclusive practices, build learning communities, and improve student learning outcomes. It involved 45 teachers across eight primary and secondary schools who pursued a Postgraduate Diploma in Education (Special Education) from 2001 to 2003. The study found a shift from a "special needs" focus to a more collaborative and reflective teaching approach, resulting in improved student outcomes. Similar projects in India could provide valuable insights into effective inclusive education practices.

### **Role of Head Teachers and Educators in Promoting Inclusive Practices and Values:**

Every child has the fundamental right to education. Differences among students should be seen as an opportunity for enrichment rather than a barrier. Over time, the education system has evolved from mere integration and mainstreaming—which focused primarily on disabilities—to a more comprehensive approach that emphasizes student rights and inclusion. The goal of inclusive education is to ensure that students, regardless of their strengths or disabilities, learn and participate alongside their peers by removing any barriers that hinder their education.

Inclusion means that students with disabilities should have the same access as their non-disabled peers to general education, extracurricular activities, and all other school programs.

## **Teaching Strategies for Inclusive Classrooms:**

Inclusive education can be effectively achieved by adopting the right teaching strategies, which benefit not only students with disabilities but all learners. Two widely used strategies in inclusive classrooms are:

### **1. Cooperative Learning:**

- Students are divided into mixed-ability groups to achieve a common goal.
- Each student may have the same or different objectives.
- Different roles are assigned within the group.
- Students accept and consider each other's ideas.
- They support one another in the learning process and collaborate to solve problems.

### **2. Peer Tutoring:**

- A student from the same class provides guidance to another student.
- In some cases, older students tutor younger ones (cross-age tutoring).
- Both the tutor and the student receiving help benefit from this interaction.
- Students with disabilities should not always be in the position of receiving help; they can also be tutors.

## **Effective Teaching Practices in Inclusive Classrooms:**

Inclusion involves best teaching practices that cater to all students. Good teachers adapt their methods to ensure that all children can learn effectively. Some effective strategies include:

- Encouraging students to read storybooks and engaging parents in reading activities.
- Using project-based learning, hands-on activities, discussions, and visual aids instead of relying solely on repeated writing.
- Using sign language for students with hearing impairments.
- Allowing students to learn through sensory experiences like listening, observing, touching, and acting.

## **Classroom Design Modifications for Inclusive Education:**

1. Place students who lip-read or have vision impairments in front rows.

2. Ensure classrooms are well-lit without glares or shadows.
3. Pair students with disabilities with competent peers.
4. Reduce excessive noise in the classroom.
5. Write on the blackboard while speaking to aid comprehension.
6. Display posters and teaching aids at eye level.
7. Provide appropriate furniture to accommodate students with special needs.
8. Remove sharp objects to ensure safety.
9. Use color schemes to assist visually impaired students.
10. Implement a flexible schedule to accommodate diverse learning needs.

## **SELF CHECK EXERCISE-2**

1. Teaching strategies that are commonly used in Inclusive classrooms:
 

A. Co-operative learning	B. Peer tutoring
C. Both A&B	D. None of the above
2. Who said that a large majority of NGOs still believe that the segregated education is the best way to educate students with disabilities.
 

A. Alur (2001)	B. U. Sharma & Desai, 2002
C. Canadian International Development Agency (2003)	D. None of the above
3. When a student from same age group or class provides instructions to another student of same age group or class is called.....
 

A. Collaborative Learning	B. Cooperative Learning
C. Cross age Tutoring	D. Peer Tutoring
4. When an senior student may tutor junior students. This is called.....
 

A. Collaborative Learning	B. Cooperative Learning
C. Cross age Tutoring	D. Peer Tutoring

## **8.5 SUMMARY:**

The success of integrated education in India largely depends on how well educators and the educational system collaborate to address diversity within the country's complex cultural landscape. While India has made significant economic progress—now ranking as the fourth-largest economy in terms of purchasing power parity—over 260 million people still live in

poverty. This creates a unique challenge for inclusive education, as poverty and disability often reinforce each other (Rao, 1990).

This paper provides an overview of the history of special education in India, highlighting key legislative and policy changes that have paved the way for greater educational integration. It also explores various strategies to overcome the challenges faced by Indian educators and administrators in implementing inclusive education.

## 8.6 GLOSSARY

1. **Dissemination:** It is the act of spreading news, information, ideas, etc. to many people.
2. **Peer tutoring:** Peer tutoring means when a student from same age group or class provides instructions to another student of same age group or class.

## 8.7 ANSWER TO SELF CHECK EXERCISE-1

1. B   2. A   3. True   4. False

## ANSWER TO SELF CHECK EXERCISE-2

1. C   2. A   3. D   4. C

## 8.8 REFERENCES/ SUGGESTED READINGS

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## **8.9 TERMINAL QUESTIONS**

1. Describe the role of school head in developing inclusive practices in schools.
2. Discuss the possible strategies to address some of the challenges.
3. Write short note on following :
  - A. Cooperative learning
  - B. Peer tutoring