
UNIT 7: INTRODUCTION TO INCLUSIVE EDUCATION



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7.0 INTRODUCTION

Every child is the concern of its nation. They are the future citizens of the country. Development of a nation calls for the contribution of individual citizens. For this the nation is concerned with the health, happiness, achievement, contribution, safety and success of all the children. The Right of Children to Free and Compulsory Education Act (RTE Act 2009) is one of the very recent steps towards achieving this goal. Our contribution as teachers is crucial in fulfilling this national mission. In this process, our active participation to empower every student irrespective of their diversity is important. Diversity among learners could be with reference to their learning abilities, socio economic backgrounds, cultural variations or even emotional behavioral characteristics. The system of education calls for providing equal opportunity to every child for optimal development. “Inclusive Education” has emerged as a guiding principle to envisage this vision. Very encouraging and positive move indeed! In this unit first we shall learn what inclusive education is. Once we know this we shall understand why we are expected to practice this and the factors which affect the process. Let us try to understand our role as teacher in creating such a classroom. Finally let us have a clear idea as to who are the children struggling to adjust in the classroom. While we go through the unit, at every stage we shall analyze our roles to suit the needs of children with diverse needs. I am sure by the time we go through the unit completely we begin to realize the pleasures of rising to the occasion to contribute to fulfill the national mission.

7.1 LEARNING OBJECTIVES

After Studying this Unit, you will be able to

- Explain what is inclusive education
- Justify the need for inclusive education
- Differentiate between integrated education and inclusive education
- List the factors affecting inclusive education
- Identify the children at risk for inclusive education
- Describe the role of teachers in ensuring inclusiveness in the classroom and school

7.2 CONCEPT OF INCLUSIVE EDUCATION

In our democratic country, equality of opportunity is guaranteed to the citizens. In spite of this constitutional right bestowed upon us, informal discrimination is commonly observed in our society. Restrictions are imposed upon individuals based on their deviation in social, economical, cultural, physical, intellectual and



behavioral attributes. This is not only undemocratic but also unnatural. Segregation is against the law of nature. The Sun has no restriction on giving its heat and light, the wind never says no to anybody on this earth. Nature provides equal opportunities for its members to develop to their fullest abilities without any discrimination.

Some schools say no to some children, why? Some children are deprived of educational opportunity, who are they? The practice of segregation in education and inability to be in school in the school going age snatched away the right of children to equality and participation in the society. The value of the individual capacity is totally neglected in this kind of situation. Realizing this, national and international declarations have expressed support for including all the children without any discrimination in the schools. Hence all the recent education plans and policies have supported a system of education which provides equal opportunity to all the children for education. The democratic system of governance worldwide is in tune with this philosophy. The same principle is initiated in the field of education in the name of inclusive education. Inclusion is about building the inner strength and mounting confidence among children. It is valuing difference, immaterial of the limitations imposed due to external factors.

“The problem is not to wipe out the differences but how to unite with the differences intact”
— Rabindranath Tagore

7.2.1 MEANING AND NATURE OF INCLUSIVE EDUCATION

As a professional, a doctor is expected to deal with one patient at a time; a lawyer with one client at a time; due to the diversity of the problems for which individuals seek assistance from them. But, as professionals we deal with a group of young minds. This idea of providing quality education by valuing the individual need in a group as a unit is called as inclusive education. You may be wondering as you are doing it already but there was no name specifically given to such a practice. You are right; we have been giving education to every child despite their diverse backgrounds since ancient times. We would prepare them according to their ability and make them self dependent and socially productive. Of late we have moved away from this democratic practice due to pressure from various sectors in education. Let us learn now as to what is this inclusive education as conceived by the visionaries in the field of education.

Inclusive Education is an approach to educate all children who are at risk for neglect in education system. It expects that all learners learn together through access to common educational provisions. The crucial people in the system are the parents, and community, teachers, administrators and policy makers. All these people have to be supportive towards the diverse needs of children. It should be seen as an experience rather than a problem.



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What should be our major focus in the inclusive classroom?

Let us understand it through a situation.

Latha was preparing to teach the lesson 'Mango' from the language textbook to grade 4 children. She planned to teach the topic during the season when mangoes are available in plenty. She collected one rupee from each child and brought ripe mangoes to the class. Students were made into small groups. All of them settled in groups under a huge mango tree near the school. Two mangoes were placed in front of each group. The color, flavor, shape and texture as given in the lesson were read out by the teacher. All the students were writing the new words coming in the lesson. The teacher was associating the meaning of the word with the mangoes in front of them. Children touched, smelt and observed the unique shape of the fruit. The 'mango shape' which is very famous in art was identified by the students in teacher's Sarry. She showed few wedding cards and greeting cards where mango motifs were printed. Except the taste of the mango every phrase was explained. Just before concluding the lesson Latha directed all the students to wash their hands under the mango tree from the stored water which was placed there. One student in each group poured the water as others cleaned their hands. She cut the mangoes of each group as they came and settled from washing. The juicy bright yellow fruit with the mouthwatering aroma and delicious taste was enjoyed by all the children. What was the teacher doing throughout the lesson?

- She accepted every child as a member belonging to the group.
- Restructured the classroom physically and attitudinally to provide for the needs of all students.
- Planned activities in such a way that the participation of ALL students in class is ensured.
- Her focus was on a practice in school to respond to the diversity of students.

There are so many other things you can draw from the narration above. List them in the space provided here.

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Thus inclusion is all about effective learning by all children. It is based on the social model of equality of opportunity. The practice is based on the principle of respect for difference and acceptance of diversity as part of nature and humanity is held at the helm.



7.2.2 NEED AND IMPORTANCE OF INCLUSIVE EDUCATION

It is the right of every child to get education. The society needs variety of people for the progress of humanity. Inclusive education becomes important to fulfill this. Let us observe the need for inclusive education from different angles.

Human Rights

- All children have the right to learn together.
- No one can discriminate children because of their learning ability and social, economical, cultural and family background.

Education

- Research shows children do better, academically and socially in inclusive settings.
- Given commitment and support, inclusive education is a more efficient use of educational resources.

Social

- All children develop relationships with variety of people around them and this prepares them for life in the mainstream.
- Inclusion has the potential to reduce fear and build friendship
- Mutual respect, understanding and compassion increases among the fellow individuals.

Psychological

- Development of safe and secure feeling in the group
- Confidence in the individual ability among the diversity

Inclusive education helps the development of children in different ways. Students with specific challenges make gains in physical, cognitive and social development and motor skills. They do well when the general environment is adjusted to meet their needs. Children in the schools develop higher levels of tolerance for people with diversities in general and those who are disadvantaged. When we exclude children from the education system, there begins a demarcation in the society. It is very difficult to include them in the later stages for any purpose in the community. Thus, inclusive education lays the foundation to an inclusive society accepting, respecting and celebrating diversity (MHRD, 2005).

Benefits of inclusive education

- Inclusive education can help break the cycle of poverty and exclusion



from the special set up. Readiness here refers to the ability of the child to cope up with the academic and social demands of the school. This process was referred to as mainstreaming.

Integration

The term integration was used to describe the participation of children with disabilities in the educational programme existing for the children without disabilities. Here, the responsibility of participation was on the child. Classrooms and schools were not prepared to adjust to the needs and requirements of the child with regard to material or method of teaching -learning. The placement was more of spatial (being in the same classroom) and temporal (at the same time).

Inclusion

No doubt, all the above thoughts and practices prepared the ground for us to implement a broader, democratic vision – inclusive education. This refers to restructuring schools as communities where all children can learn in a common environment without any discrimination. The general philosophy of inclusive education provides for good teaching practices, healthy relationship between teacher and students to improve the quality of education for all children in a classroom. Regular classroom environment is adjusted to meet the individual needs. The spatial and temporal placement as per integration is utilized to the benefit of the child through adapting curriculum, providing extra time, adapting specific methods of teaching and giving additional adult help.

Difference between Inclusive education and integrated education

Both have one aim in common, that both are concerned with placement of children with disabilities in the regular school. Other than this commonality, they are different in many ways.

Integration is the process of accommodating children and young people with disabilities into mainstream schools. The emphasis within integration is to ‘fit’ the child into the system. In integration children with disabilities had to be equipped to suit the existing system. The emphasis was on preparing the child to adjust to the expectations of the classroom. For example, children with hearing impairment will be fitted with suitable amplification device (hearing aids). Auditory and speech training will be given to the child in the resource room. A child with visual impairment will be sent either to the resource room or to a specialized centre to learn Braille. A child with loco- motor handicap will be provided with mobility devices. The physical infrastructure of the school / classroom will be modified, so that the child can have free access to the school. This was a welcome move indeed towards changing the mindset of the people.

No doubt integration prepared us for the implementation of inclusion. Inclusive



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education is a method for action and a way of thinking, which applies to all children in all contexts. Inclusion focuses upon changes within the system than changing a child. In inclusive education children with disability and so many other groups of children who are at risk for education are full time members of the general education classroom. The emphasis here is on providing the support to every child to participate in the ongoing classroom activities. The system has to be adapted itself to the needs and requirements of the children by supporting them with adapted curriculum, materials and instructional practices. Support may also include additional staff, consultation and specialized training for the existing staff. Places of curricular and co curricular activities are modified to accommodate all the children without expecting children to feel that they are inadequate to participate in the situation. The table below gives the difference clearly.

Table –Difference between integrated and inclusive education

Integrated education	Inclusive education
Placement for children with disabilities in the regular school.	In addition to children with disabilities, other children who are at risk for education also should find a place in the neighborhood school
No segregation of children with disabilities	No segregation of children with disabilities, children who are socially, economically, culturally and linguistically disadvantaged
Students are expected to suit the existing education system	The education system will make suitable modifications to suit the needs of children
For additional support the child is placed in a resource room.	All the required support will be made available to the students in the regular classroom
The inadequacies of the students are highlighted.	Students are never made to feel inadequate as curricular and co curricular activities are modified to the requirement of the specific

The uniqueness of Indian society is its “unit in diversity”. Education system of a country functions in line with the social system. Of late, in the process of development and progress, the diversity is seen much more than unity. Hierarchies of castes, economic status, gender relations, uneven urban expansion have created an artificial hurdle for access to education to all. Now national international agencies are committed to extending education to the marginalized groups in the society as a matter of right under the broad umbrella of inclusive education. In spite of the growing diversity we have to prove our unity right from the classroom.



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Check your progress 1

1. What is inclusive education?

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2. Write any two areas of focus for a teacher in an inclusive classroom.

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3. List out any two benefits of inclusive education.

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4. Write any two differences between integrated and inclusive education.

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7.3 FACTORS AFFECTING INCLUSIVE EDUCATION

As we all know, inclusion is a global trend in education. For the success of this programme implementing agencies have to accept the rights of children. Schools should provide for the needs of all the children in their communities, regardless of their ability. The idea seems simple but there are significant barriers to achieving these goals. There are several difficulties on the path of fulfilling the vision of inclusive education some of which are discussed in this section.

7.3.1 DIVERSITY AMONG THE LEARNERS

There is so much of diversity among a group of children belonging to the same age group. Children differ with regard to their home background, motivation and ability to learn, personal attributes contributing to success in academics,



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attitudes, interests and commitments. This wide variety to be addressed as a group for instruction is a difficult task.

7.3.2 PREPAREDNESS OF TEACHERS

Identifying that the child has a different need itself is a skill which a teacher has to be equipped with. But the teacher preparation programme hardly addresses this issue. To tackle diversity in the classroom on a daily basis, certain specific training is required by teachers. In our country this requirement is not fulfilled. Hence it poses a threat to the implementation of inclusive education.

7.3.3 INFRASTRUCTURE

The location, space and arrangement of a classroom are essential factors to help inclusive education. Most schools of our country are devoid of basic facilities suitable for learning. The location away from noise, rooms with proper ventilation, space for free movement inside and outside of the classroom, grounds to play and provision for other co curricular activities are very essential to support inclusive education.

7.3.4 AVAILABILITY OF RESOURCES

Our schools have not yet explored the availability of resources to support children in their process of learning. The teacher is not equipped with the skill of making use of the variety of learning materials. Teachers find it difficult to tackle the diverse learning need in the classroom without appropriate materials.

The support of professionals is very essential to handle some categories of children. Clinical psychologists, social workers, audiologists, speech language pathologists, physiotherapists, occupational therapists are required to help in the process of education of some of the children. But we have limited people working in the field. Getting expertise to schools is a remote chance especially in rural areas.

“Alone we do so little, together we do so much”

— Helen Keller

7.3.5 EVALUATION SYSTEM

There is so much of rigidity in our pattern of evaluation, that the child is assessed wrongly. For diverse learner, there is need to use diversified evaluation system. If a child is not able to write, all other abilities of the child will go unnoticed. If the child requires some other mode of evaluation other than reading and writing, we are not giving that option to children. This leads the learner to frustration and they drop out of the education system, a major deterrent to the cause of inclusive education.

Every one is a genius. But if you judge a fish on its ability to climb the tree, it will live its whole life believing that it is stupid.

— Albert Einstein



Check your progress 2

1. List any four factors that affect inclusive education.

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7.4 CREATING AN INCLUSIVE CLASSROOM

In the above section we have seen the barriers for achieving the well meaning dream of the visionaries in the field of education. Whatever is the policy of the central and state governments to promote inclusive education, the action has to be taken by the teacher in the classroom. So let us know our role clearly to be effective in the classroom.

What action can we take as teachers to create an inclusive classroom?

7.4.1 MAKING USE OF LEARNING MATERIALS

To bring quality to classroom, the teacher requires materials to support learning. Any child would fully participate in the learning process if variety of materials are used.

Visual material in the form of pictures or photographs has to be used where ever appropriate to support the learning. A picture of 'seahorse' or Tajmahal' would convey much more to a child than words. Pictures of great personalities, pictures of rare animals and plants, photographs of historical places and events help children imagine in the right direction.

Tactual materials in the form of real objects or models make the concept very clear. No amount of lecture and not any picture would explain the structure of a prism as effectively as a model. Internal organs, three dimensional geometric figures are best understood with models. Tactual materials could be the real items if they are available easily like a hibiscus flower to explain about structure of a flower, the real mango to explain the qualities of the king of fruits!

Our surrounding environment is so rich in learning materials. Concepts like herbs, shrubs, trees, climbers and creepers can be made clear with the plants around us. An exposure to post office, bank and clinic would clarify how the people working there help us.

Demonstrating experiments with readily available things from our surroundings is another way of making the children learn. A transparent plastic cover and a piece of thread can be used to show transpiration through leaves. Waste cards



can be used very effectively to demonstrate the derivation of the theorems and formulae for the areas of geometric figures.

Information and communication technology gives endless options to make use of electronic learning materials. We can compensate for bringing real objects to the classroom if we know how to use the computer. In all the schools, the prism may not be there. But we can show the three dimensional picture of a prism with movements to show the figure from all the sides. The complicated process of food getting digested inside the body can be shown through a computer multimedia. The electrons participating in different types of chemical bonding can be shown through a demonstration using auditory, visual and print media by taking the assistance from the computer.

Teacher made low cost learning materials are the best to use in teaching. It is nothing but making use of the unwanted or readily available raw materials in our surrounding. Once we start making use of these “waste” materials for teaching in the classroom, everything around us seems useful! The happiness of children participating in the activity makes the teacher look at each and every thing around with a creative mind. The colorful wedding cards take the shape of different type of houses. The seeds from trees around us can make the concept of $2 + 2 = 4$ meaningful. The satin ribbons thrown around can make colorful borders to the states of our country. The old magazines are goldmines for collecting learning aids. The list is endless. Let us begin; we can enjoy the difference for ourselves.

The varieties of learning materials have a great role in making all the children in a classroom actively participate. It eliminates boredom from the classroom. Children start looking forward to come to school daily.

7.4.2 MODIFYING THE PHYSICAL ENVIRONMENT

The place where we live has to be suitable in all respects. If a child in the school has a problem in moving from one place to another the places may be changed to suit the need of the child. The classroom from the upstairs has to be changed to the downstairs if a child cannot climb the stairs. The classroom in the distant corner can be changed close to the main entrance if a child finds it difficult or takes enormous time to reach the room.

The space inside the classroom is another important aspect to pay attention to. The arrangement of the furniture should not obstruct children to move inside. The seating arrangement has to be made considering the requirement of children. A child having hearing impairment can be given the place in the first row preferably in the centre. A child requiring the teacher’s attention has to be seated in a place which is easily accessible to the teacher. The child who has difficulty seeing in bright light has to be seated in a place where direct light is not falling on the face.



The source of noise inside and outside the classroom has to be controlled. A student getting distracted easily must be given a place away from the corridor, window and door. The noise making furniture can be fitted with rubber bush. As much as possible, natural light and air has to be utilized. Fan and light disturb some children. The flipping of charts creates unnecessary noise which has to be controlled sticking them to the wall.

Above all keeping the surrounding clean and organized is very important. Our role as teachers is vital in maintaining this. On rotation children can take the responsibility of cleaning and arranging the classroom. Wall hangings / charts must be displayed with good planning and taste. The cleanliness and orderliness of the room prepares the students to learn.

7.4.3 ADAPTING SIMPLE CLASSROOM MANAGEMENT TECHNIQUES

When children with diverse needs are in one room, we have to be prepared for challenges. When we are prepared for the challenge, we can make use of techniques depending on the demand of the situation. Yes, our preparedness makes all the difference in our daily dealing in the class.

Suraj is known for his naughtiness. He is happy to disturb those who are sitting around him. If we are sensitive to his behavior, one glance at him conveying that “I am observing you” will make him conscious. Priya enjoys pulling swathi’s hair as swathi is very timid and does not complain to the teacher. Changing either priya’s or swathi’s place will eliminate priya’s behavior. In these two situations giving long lectures on how to behave in the class wastes our time and in no way conveys our intention to the students. Anil makes sounds to get the attention of his classmates and teachers. If Anil’s timely and correct answer in the class and his efforts put for the project is appreciated, he stops making those sounds. Shubha struggles to workout the problems in all her math class. When the others in the class are involved in working, teacher can sit by the side of Shubha and support her to solve the problem. Ramya avoids copying from the blackboard as she finds writing little difficult. Teacher can go near her and motivate her to copy with encouraging words. Santosh struggles to read and makes lots of mistakes. The whole class laughs and he feels insulted. The teacher can give him some other task where he excels others. Without much effort his confidence level increases.

Classroom management gets refined with our experience. With very little time and effort many of the day to day difficulties can be handled. All it requires is our love and faith in all our children in the class.



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7.4.4 EMPLOYING CHILD FRIENDLY EVALUATION SYSTEM

The rigid evaluation system is not practical in an inclusive classroom. The evaluation should assess what the child is able to do rather than what the child is not able to do. We shall see how it can be addressed in the classroom by teachers to suit every child in the classroom

Shruthi is a child in class 4. She is able to follow the lessons in the class. But when the teacher asks her questions in oral exam, she is unable to tell. Her problem could be either in language expression or shyness to answer in front of the teacher. Our concern is to know her level of learning, not her ability to express. In such a situation as teachers what is the best alternate we can think of to assess her learning? We can make *modification* in the way we elicit the response. Instead of oral response, response may be obtained through computer, pictures or written form depending on the child's strength.

There may be a child who is unable to read the print material due to difficulties in seeing. Here, the teacher has to make *substitution* with Braille or large print material for evaluation.

Vikram a 13 year old is in class 7. His ability to understand the abstract concepts in all the subjects are below his age. But he is able to respond to simple questions. How should a teacher plan to assess this boy? Here the better option is *omission*. The difficult concepts may be kept out while assessing Vikram, as the teacher is well aware that he is not able to respond to such questions.

Some children may not be able to learn any basic academic skills. But they may be having talent in some other area. Here, teachers have to make use of *compensation* technique to assess the child. It is to assess the child's skills in vocational areas or self care depending on the individual.

If we take the freedom to evaluate the child on the basis of our understanding of the child, school is a beautiful place. The horror of tests and exams will cease to haunt the child.



Check your progress 3

1. What are the four ways through which the rigidity of the evaluation can be addressed?

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7.5 CHILDREN AT RISK FOR EXCLUSION FROM EDUCATION SYSTEM

Millions of children and youth are denied of their right to education and they do not receive adequate schooling in appropriate environment. Most of these out of school children are those for whom the school environment is not conducive. They are either refused admission in the neighborhood school or forced to remain away from school due to unavoidable circumstances. Let us know briefly the prominent groups who are at risk to remain out of school.

7.5.1 CHILDREN WITH DISABILITIES

Children with disabilities are at risk for education due to their problems in learning the academic skills. Depending on the kind of disability children will face problems in the school. We shall briefly look into the categories of such disabilities which are posing a threat to children in the process of their education.

- a. Children having cognitive and / or learning disabilities – Children having different degrees of mental retardation struggle to master the minimum requirement of the classroom due to their restricted cognitive capacity to learn. Children with specific learning disabilities suffer to acquire basic academic skills like reading, writing and arithmetic. Many of these children cannot be identified by a teacher for their difficulties in learning.
- b. Children with social, emotional and behavioral disorders – there are certain disorders where children find it very difficult to attend to the tasks in the classroom. It could be due to deficiencies in their social skills, emotional disturbance or behavioral problems. Such children are misunderstood by the people around them as the conditions are not familiar to teachers.
- c. Problem with language and communication – some children outwardly look similar to their age mates. But they will have major problems with understanding and / or expressing through appropriate language. Such children face problems with academic and non academic activities of the school.
- d. Sensory impairment – we have come across children in schools who have hearing and visual impairment. These problems range from mild to severe making it very difficult to cope in the classroom. Partial sightedness and mild hearing impairment also have lots of educational implications.
- e. Physical deviations – difficulty in movement either gross or fine is observed among many children in the school going age. It may be due to orthopedical, neurological and muscular conditions leading to difficulty in coordination of the body parts. It leads to mild to severe problems for children in the school.



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- f. Health problems – there are many childhood health problems which force children to avoid schools for long duration. This is one of the reasons children stop continuing their education. The variety of situations posed by the illness is serious cause for concern. Childhood diabetes, arthritis, epilepsy, malnutrition leading to general weakness are some of the commonly observed conditions in the elementary school age.

The above categories under disabilities leading to difficulty to attend to school or to learn impose danger to continue schooling for children who suffer. As teachers we have to be sensitive to the minute aspects of the behavior of the children identified. The other units of this block will give details of each of the condition along with ways of managing them in the classroom. If the condition seems beyond your purview, it is best to refer them to professionals without losing much time.

7.5.2 CHILDREN FROM THE DEPRIVED ENVIRONMENTS

It is an established fact that deprivation in the living environment has a direct effect on concept formation. Naturally children coming from poverty stricken families, daily wage workers, slum dwellers and children from destitute families face problems with economic, social and psychological environments.

7.5.3 GIRL CHILD

Girls are at disadvantage due to physical, social and cultural reasons. Especially in villages and traditional joint families, girls are treated very differently. The educational needs of girls are ignored as their roles are decided in the families. The encouragement they need at the young age to pursue education is totally missing in certain families. Hence they are a vulnerable group for remaining out of school. The problems of girl child and the ways to handle them are discussed separately in other units of block 4 of this course .

7.5.4 CHILDREN WHO ARE GIFTED AND CREATIVE

Children sometimes have special talents in areas like sports, music, dance and art. The special ability could also be in academic areas like science, maths or language. They feel dull inside a classroom as our education system does not facilitate talent in any way. Some children are labeled as trouble makers in the class due to their unique ideas, different thinking patterns. For such children our routine classroom activity will be boring. At present education system is concerned with linear growth of children with a focus on academic success. This puts gifted and creative children at a disadvantage in the school activities. There is a danger that they drop out of the system.



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7.5.5 OTHERS – UNDERACHIEVERS, MINORITY COMMUNITIES, GEOGRAPHIC CONSTRAINTS

Underachievers are yet another group in our schools who cannot perform to their full potential. The full ability of some children cannot bloom due to diversions in the surrounding. It could be TV, Computer, and easy access to other pleasures in the society. Pressure for performance, over expectations from schools, parents and self, rigid and monotonous school activities are other reasons for deterioration in performance.

Some communities due to their unique physical, linguistic or cultural characteristics face collective discrimination in the society. Their life style, language, culture, origin or faith differs from the majority of people in their surroundings. They are referred to as people belonging to minority community. Belonging to such a group restricts their full participation in the society. The disadvantage multiplies if other risk factors like poverty and disability coexists among children belonging to minority communities.

The location sometimes restricts children seeking education in an appropriate environment. Hilly areas, very remote places, regions cut off due to poor transport facilities make it impossible for the younger generation coming out to looking for a school.



Check your progress 4

1. Which are the two types of sensory impairments prevalent in classroom?

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2. Name any two physical health problems that are common during elementary school age.

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3. What are the possible reasons for underachievement among students in the elementary stage?

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ANSWERS TO CHECK YOUR PROGRESS

Check your progress 1

1. Inclusive education is an approach to educate all the children who are at risk for neglect in the education system.
2. Accept every child as a member belonging to the group, ensure participation of all the children, restructure the culture of the classroom.
3. The school atmosphere can improve to the benefit of all the learners. The practice can help overcome discrimination which is widespread in every sphere of society.
4. In integrated education students are expected to suit the existing education system and for additional support the child is placed in a resource room. In inclusive education the education system will make modifications to suit the needs of children and all the required support will be provided in the classroom

Check your progress 2

1. Diversity among the learners, availability of learning resources, preparedness of teachers and rigid evaluation system.

Check your progress 3

1. Modification, substitution, omission, compensation

Check your progress 4

1. Hearing and visual impairment
2. Childhood diabetes, arthritis, epilepsy, malnutrition leading to general weakness

7.6 LET US SUM UP

The nation is committed to provide equal opportunity to every child for optimal development. “Inclusive Education” has emerged as a guiding principle to envisage this vision. All the recent education plans and policies have supported a system of education which calls for a halt to saying no to some children for education. Inclusion is about building the inner strength and mounting confidence among children. It is valuing difference, immaterial of the limitations imposed due to external factors. The focus of the teacher has to be on a practice in school to respond to the diversity of students. The term integration was used to describe the participation of children with disabilities in the educational programme existing for all the children. No doubt integration prepared us for the implementation of inclusion. Inclusion focuses upon changes within the system than changing a child. Diversity among the learners, preparedness of the teachers,



poor infrastructure facilities, non availability of resources and rigid evaluation system are the major factors that causes hurdle in the path of achieving the goal. Teachers have to be geared up to take major role in creating an inclusive classroom. Children with disability, children who are gifted and creative, children belonging to minority community and economic deprivation are the ones who face problems in schools. Their learning needs have to be addressed in the classroom by making use of appropriate materials and with simple management techniques.

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7.8 UNIT END EXERCISES

1. What is inclusive education?
2. What is the importance of inclusive education?
3. How is inclusive education different from integrated education?
4. Based on your experience discuss any two factors in detail which affect inclusive education.



Notes

5. How can we modify the physical infrastructure of a classroom to ensure participation of all the children?
6. Reflect on the statement that children with disabilities are at risk for education
7. How does deprived home environment affect the child getting quality education?

UNIT 8 CONCEPT OF CWSN



Notes

Structure

- 8.0 *Introduction*
- 8.1 *Learning Objectives*
- 8.2 *Understanding Children with Special Needs*
 - 8.2.1 *Cognitive Disability*
 - 8.2.2 *Hearing and Speech Impairment*
 - 8.2.3 *Speech Impairment*
 - 8.2.4 *Visual Impairment*
 - 8.2.5 *Loco motor Impairment*
 - 8.2.6 *Multiple Impairments*
 - 8.2.7 *Learning Disability*
 - 8.2.8 *Emotional and Behavioral Disorders*
 - 8.2.9 *Concept of “Waiting Children”*
- 8.3 *Early Identification, Assessment and Intervention*
 - 8.3.1 *Identification of Disabilities*
 - 8.3.2 *Assessment*
 - 8.3.3 *Early Intervention*
- 8.4 *Disability Act and policies*
 - 8.4.1 *Convention on the Rights of Persons with Disabilities?*
 - 8.4.2 *Persons with Disability Act 1995*
 - 8.4.3 *The Rights of Persons with Disabilities Bill, 2011*
- 8.5 *Let us sum up*
- 8.6 *Answers to check your progress*
- 8.7 *Suggested Readings and References*
- 8.8 *Unit- End Exercises*

8.0 INTRODUCTION

In the previous unit you have studied about who are the children with special needs, in this unit we will discuss in detail. Children who require special attention