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Inclusive School

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CLASSTIME

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INTRODUCTION

Any child may experience a special need during the course of educational years. Some children feel 'left-outs' and never enter school or enter only for a few years and, as repeaters, become drop-out or more correctly pushed-outs, without their needs having been met. These children are a illustration of the failure of schools to teach rather than the pupils failure to learn. A School system emphasising Education for all should ensure the right of all children to a meaningful Education based on individual needs and abilities.

Dozens of disabilities have been defined and explored over the last couple of years.

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Types of Disabilities :

1. Physical Problems : Epilepsy, cerebral, Palsy, Hearing impairment, visual impairment.
2. Communication Disorders : Speech impairment, oral language disorders.
3. Behavioral Disorders : hyper activity and attention Disorder, suicidal tendencies.

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Problem faced by Special children

- Inferiority complex
- Lack of understanding
- Adjustment Problem
- Isolated and segregated
- Lag behind
- feeling of Extra burden.
- In Security
- Lack of Expression
- Introvert nature
- Negative Approach
- Shyness.

Inclusive Education

"Inclusive Education is defined as a learning Environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, colour, gender, disability, Sexual Preference, learning styles and language".

Inclusive Education is a new approach towards Educating the children with disability and learning difficulties with that of normal ones within the same roof.

Disabled people of all ages and for those learners with 'Special Educational Needs' labels being Educated in mainstream Education settings alongside their nondisabled peers, where there is a Commitment to removing all barriers to the full participation of everyone as equally valued and unique individuals.

Real concept of education for All.

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★ Need and Importance of Inclusive Education Program:

There have been efforts internationally children with disabilities in the education mainstream. In order to achieve truly inclusive education, we need to think about and incorporate children with children special need into regular schools.

Especially, because these kids face some sort of barriers to learning and participation in the classroom. As general education classroom includes more and more diverse students, teachers realize the value of accepting each student as unique.

In effective inclusive programs, teachers adapt activities to include all students, even though their individual goal may be different.

We have learned that inclusive education is a better way to help all student succeed.

Researchers show that most students learn and perform better when exposed to the richness of the general education curriculum. The growing body of research has shown that children do better academically when in inclusive setting and inclusion provides opportunities to develop

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relationships. Benefits: friendship, social skills, personal principles, comfort level with people who special need have feel more comfortable. Students with disabilities can create a long-lasting friendships that would not be otherwise possible and these friendship can give them skills to navigate social relationships later on in life.

Inclusive Education as defined by NCF. 2005.

- Disability is a social responsibility.
- Failure of a child is an indication of the failure of school.
- No selection procedures to be adopted for denying admission to learn with disabilities.

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Accept difference and elaborate diversity learn human rights and conquer human. Handicap is a Social Construct, deconstruct handicap.

- > Make provisions and not restrictions; adjust to the needs of the child.
- > Remove social, physical and attitudinal barriers.
- > Partnership is our strength such as: School community, School-Teachers, Teacher children, Children-children, teachers, parents, School systems and outside systems.
- > Support services are essential services.

Aims And objectives of Inclusive Education

- > Education for all
- > Protection of rights
- > Identification of skills
- > Development of social consciousness.
- > To prepare for new challenges.
- > Develop brotherhood.
- > To improve quality of education.

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Principles of Inclusive Education:

- No discrimination with students.
- Equal educational opportunity to all.
- School adapt to the need of student.
- Equal educational benefits for all students.
- The students' view are listed to and taken seriously.
- Individual differences between students are a source of richness and diversity and not a problem.

Reforms in curriculum:-

- Using of teaching Aids.
- Simple curriculum.
- Adequate facilities.
- Participation in games.
- Co-operative curriculum.
- Providing reading material.
- Participation in co-curricular activities.
- Multi level and flexible curriculum.

Design of classroom for Inclusive Edu.

- > Size of class.
- > Teaching Aids.
- > Restriction of time.
- > Arrangement of light.
- > Attention to physical needs.
- > Special attention to disabled children.

Initiative Programmes taken by Indian Govt.

- > The integrated Education for disabled children Scheme (IEDCS) launched in Dec. 1974 replaced by IEDSS (2009-10).
- > The District Primary Education Programme, 1994.
- > The National Policy on Education, 1986.
- > The Project Integrated Education for the Disabled (PIED), launched in 1987.
- > The Person with Disability Act 1995.
- > The Sarva Shiksha Abhiyan, 2000.
- > Rehabilitation Council of India act 1992 made a historic collaboration with National Council for Teacher Education (NCTE) on January 19, 2005.

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A Comprehensive Plan of Action for children and youth with Disabilities to make all Schools "disabled friendly" by 2020.

All children and young people of the world, with their individual strength and weaknesses with their hopes and expectations have the right to education.

It is not our education systems that have a right to a certain type of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all its children.

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Special School In Inclusive School

There is a definite need for teachers to be supported in implementing an inclusive classroom. A rigorous literature review of studies found most teachers had either neutral or negative attitude about inclusive education. It turns out that much of this is because they do not feel they are very knowledgeable, competent, or confident about how to educate S.W.D.

However, similar to parents, teachers with more experience - and in the case of teachers, more training with inclusive education - were significantly more positive about it. Evidence supports that to be effective, teachers need an understanding of best practices in teaching and of adapted instruction for SWD, but positive attitudes toward inclusion are also among the most important for creating an inclusive classroom that works.

We a variety of instructional formats :

Start with a whole group instruction and transition to flexible grouping which could be small groups, stations, centers and paired learning with regard to the whole group, using technology such as interactive white boards is related to high student engagement. Regarding flexible grouping for younger students there are often teacher-led but for older students, they can be student-led with teacher monitoring peer-support learning can be very effective and engaging and take the form of pair work, cooperative grouping, peer tutoring and student led demonstrations.

Ensure access to academic curricular content

All students need the opportunity to have learning experiences in line with the same learning goals. This will necessitate think about what supports individual SWDs need, but overall strategies are making sure all students hear instructions, that they do indeed start activities, that all students participate in large

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good instruction, and that students transition in and out of the classroom at the same time. For this latter point, not only will it keep students on track with the lessons their non SWD peers do not see them leaving or entering in the middle of lesson, which can really highlight their differences.

APPLY UNIVERSAL DESIGN FOR LEARNING:

These are methods that are varied and that support many learners' needs. They include multiple ways of representing content to students and for students to represent learning back, such as modeling, images, objectives and manipulatives, graphic organizers, oral and written responses and technology. These can also be adapted as modifications for SWDs where they have large print, use headphones or allow to have a peer write their dedicated responses, draw a picture instead, use calculators or just have extra time. Think too about the power of project based and inquiry learning where students individually or collectively investigate an experience.

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Now let's put it all together by looking at how a regular education teacher addresses the challenges and succeeds in using inclusive education in his/her classroom.

CROSS DISABILITY

AND

INCLUSION

The inclusive Education cross Disability Gifted children :- The National Association for Gifted children defines gifted children as "those who demonstrate outstanding level of aptitude or competence in one or more domains" while many public school offer specific gifted or talented programs, 2 number of school do not especially in states where it is not mandated it is important to note that not all gifted children look or out alike giftedness exists in every demographic group of personality type it is important that adults look hard to discover potential of support gifted children as they reach for their personal best.

Gifted or talented students are more likely to be bored under-stimulated in regular classes. So up to the teacher to provide appropriately challenging curriculum.

★ Strategies for engaging gifted children :-
After the most difficult first.

"most difficult first is one manageable way for teachers to compact the curriculum for the high ability student. With compacting student get to "throw away" the part of the curriculum that they already know, while receiving full credit for those competencies.

In Depth Learning :- Gifted student often comprehend

"cause of effect relationships" at higher levels than other student their age. As part of the differentiation process allow students to study problem from different angles or point of view.

PROJECT BASED LEARNING :-

Project based learning allow gifted student to capitalize on their abilities to understand "cause of effect relationships" in order to solve real-world problems, with authentic final product. These type of project give students increased independence of ability to study material at their own pace.

Curriculum compacting : Teacher should give gifted

Student opportunities to show mastery of content at the beginning of units if students can get through the unit with relative ease they can be given study guides of the material at a faster pace. While freeing up time to pursue enrichment opportunities.

Differentiation : Teacher must be trained in the ability to differentiate instructions for all student so they can encourage gifted student to study content more deeply at one pace.

Honor interests of allow for exploration :

A Gifted learner's brain processes information rapidly he or she often think is more sophisticated abstract ways for this reason vesodde has found gifted student thrive with agreement that let them explore topic of interest in new ways "kids need to be challenged at their level to feel valued", she says.

→ SSA, is an Indian Government programme at the "universalisation of elementary education" in a time bound manner. The 86th Amendment to the Constitution of India making free of compulsory education to children between the age of 14 estimated to be 205 million children in 2010 a fundamental right. The programme was pioneered by former Indian Prime Minister.

Atal Bihari Vajpayee : It aims to educate all children between the ages 6 to 14 by 2010. However, the time limit has been pushed forward identified.

As an intervention programme it started on 2002 SSA has been optional since 2001 - 2002. However, its roots back to 1993-1994 when the District Primary Education Programme (DPEP) was launched, with an aim of achieving the objective of universal primary education DPEP over several phases. Covered 272 districts in 18 States of the country. The central State was funded by a number of external agencies, including the WORLD BANK, Department of International.

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Development (DEID) of (UNICEF). By 2001.

more than \$1500 million had been committed to the programme, of 50 million children covered in its ambit. In an impact assessment of phase 1 of DPEP, the outer conclude that it not impact on minority children. was impressive while there was little evidence of any impact on the enrolment of girls. Nevertheless, they concluded that the investment in DPEP was not a waste, because it introduced a new approach to Primary School Investment in India.

∴ PADHE BHARAT BADHE BHARAT ⇒

Padhe Bharat Badhe Bharat is a nationwide sub programme of Sarva Shiksha Abhiyan. Children who feel to ready in early education lag behind in other subjects. The programme is designed to improve comprehensive early reading writing of early mathematics programmes for children in classes under this programme ₹ 7 crore was approved to states. The programme will not only provide print rich environment, timely distribution.

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but will also include new teachers mentoring appraisal. System SSA has been optional since 2000-2001 to provide for a variety of interventions for universal access of retention bridging of gender social category gaps in elementary changes have been incorporated into the SSA approach, strategies of course. The changes encompass the vision of approach to elementary education, guided by the following principles, holistic view of education, as interpreted in National curriculum framework work 2005. with implication for curriculum, teachers education, educational planning of management equity to mean not only equal opportunity but also creation of condition in which the disadvantages section of the society - children of SC, ST, muslim, landless agricultural workers of children with special needs, etc.

Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective itself out in the National Policy on Education 1986/92 is a decisive intervention to bring about a basic

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Changes in the status of women, centrally of teachers to motivate them to innovate or create a culture in the classroom, or beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed or marginalised background. moral compulsion is imposed through the RTE Act on parent, teacher educational administrators or other stakeholders rather than shifting emphasis on positive process convergent of integrated system of education management is pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA ACT 2009)

In Rashtriya madhyamik shiksha Abhiyan (RMSA), translation National mission for Secondary Education) is a centrally sponsored scheme of the ministry of human resource Development Government of India, for the development of Secondary Government in public school throughout India, it was launched in march 2009. The implementation of the scheme has started from 2009-2019 to provide conditions

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for an efficient growth, development and equity for all the Scheme. Include a multidimensional research, technical consulting, various implementations of funding support. The principal objectives are to enhance support of secondary education, of increase the total enrollment rate from 52% (as 2005-2006) to 75% in five years i.e. from 2009-2014 it aims to provide universal education for all children between 15-16 years of age. The funding from the central is provided through state of government there was an increased participation of the private sector including non-governmental organisation (NGOs) currently these private sectors manage around 51% of the secondary school of 58% of the higher secondary school. Opportunities were provided for those children who were not able to enroll themselves in formal education system through National or state open school by utilising contact centres of multi media package.

It highly emphasized on the content process of the quality of education especially the environment education, science, mathematics & computer literacy with the financial help from the central govt.

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After the revised NPE policy 1992 new initiatives like revision of curriculum resource centres for value education of national centres for value education of national centre for computer-added Education etc. have been taken up.

The appeal lacks in the vocalisation of education due to lack of manpower demand of academic restraint etc. Hence by 2000 only 10% of students opt for the vocational streams against 25%.

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PLANNING FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

With the enactment of the Person with disabilities Act, 1995 the education for the CWSN received an impetus. This act entrusts certain governments of authorities for the provision of free access for these children toward education allotted lands for certain purchase, non-discrimination in transport, financial incentive for them to undertake research etc.

RMSA not only emphasizes on providing Secondary education for the special focus group that include Scheduled tribe Scheduled caste group minority, girls of CWSN children but it also give importance on removing the existing disabilities in socio-economic or gender background in the Secondary level of education they are termed as the vulnerable / disadvantages group. Certain strategies were implemented to provide free access toward Secondary education of they are following steps.

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Identification of the disadvantaged groups, for this purpose, educational indicators like gross enrollment ratio (GER) net enrollment (NER) drop-out rate, retention rate, gender parity Index (GPI), gender gap etc were analysed.