

**CENTRE FOR DISTANCE AND ONLINE EDUCATION
UNIVERSITY OF JAMMU
JAMMU**



**SELF LEARNING MATERIAL
B.ED. SEMESTER - 1**

PAPER : INCLUSIVE EDUCATION

UNIT I - IV

Course No. : 105

Lesson No. : 1-9

**Programme Coordinator
Dr Jaspal Singh Warwal**

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INCLUSIVE EDUCATION

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BACHELOR OF EDUCATION (B.Ed)

Semester - I

(For the examination to be held in the years 2017, 2018 & 2019 and Onwards)

Course No. 105 (Theory)
Credits 4

Title : Inclusive Education
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External : 60
Duration of Exam : 3 hrs

Course Objectives :
To enable the pupil teachers to-

- Realize the importance of inclusive education and inclusive education programmes and role of various agencies towards inclusion.
- Know about the meaning and scope of special education
- Understand the concept of exceptional children
- Grasp the meaning, specific characteristics and modalities of identification of some types of exceptional learners.
- Understand various educational intervention programmes for meeting the needs of exceptional learners.

Unit -I

Inclusive education- Meaning, need and importance.

Inclusive education programmes, Barriers to inclusion, dimensions for successful inclusion (sense of community and social acceptance, appreciation to student diversity, attention to curricular needs, effective management and instruction and personnel support), preparing teachers & students for inclusion, and collaboration with families of students with disabilities for inclusion.

Unit-II

Special Education- concept, objectives of special education, need for special education and history of special education

Exceptional children- meaning, types, educational provisions for exceptional children and placement services for special children.

Unit III

Education of intellectually disabled (mentally retarded) children: meaning, classification, etiology and identification of intellectual retardation. Educational provisions for intellectually disabled children.

Backward children-concept, characteristics, etiology, and identification of backward children.

Educational provisions for backward children.

Unit IV

Role of Rehabilitation Council of India and PWD (Persons with Disability Act, 1995).

Role of parents, peer groups, teachers, community, administrators and policy makers towards inclusion.

Sessional Work

1. Visit to inclusive school /school for disabled children and preparation of a report on method of teaching used in these schools.
2. Counseling sessions with intellectually disabled children and maintaining a record.
3. Case study of a special child/Juvenile Delinquent .

Note for Paper Setters

The Question paper consists of 9 question attempt Q no 1 as Compulsory having four parts spread over the entire syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attempt four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/ activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be show cased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books Recommended:

Ainscow, M. Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools, Bristol: Center for Studies in Inclusive Education.

Hallahar, D.P., & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education. Allyn and Bacon, Massachusetts.

Kirk, S. A., & Gallagher J .J. (1989) Education of Exceptional Children : Houghton Mifflin Co, Boston.

Werts. Margaret G. (2011).Fundamentals of Special Education. P H I Learning Private Ltd, New Delhi.

INCLUSIVE EDUCATION

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INCLUSIVE EDUCATION

1.0 STRUCTURE

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning of Inclusive Education
- 1.4 Principles of Inclusive Education
- 1.5 Need of Inclusive Education
- 1.6 Programmes and Policies for Inclusion
- 1.7 Barriers to Inclusion
- 1.8 Benefits of Inclusion
- 1.9 Let Us Sum Up
- 1.10 Lesson End Exercise
- 1.11 Suggested Further Readings
- 1.12 Answer to Check your Progress

1.1 INTRODUCTION

The society in which we live is characterized by diversities. It comprises of normal, exceptional and marginalised people. The welfare states, all over the world have started recognizing the importance of equality of educational opportunities for citizens irrespective of gender, the ethnicity, caste, creed and diverse abilities. There is a growing realisation now that society is one and every individual is an equal member of the society and has a right to be included in general education setup called inclusive education. In this lesson, we will focus on philosophy of inclusive education which emphasises that all students can learn and benefit from education under the same roof in regular schools.

Regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. Moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system-**The Salamanca Statement and Framework of Action on Special Needs Education.**

Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners - with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. This is possible only in flexible education system that assimilates the needs of diverse range of learners and adapts itself to meet these needs.

The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000). The idea of inclusion is further supported by the United Nation's Standard Rules on Equalization of

Opportunities for Person with Disability Proclaiming Participation and equality for all. of late, a consensus has emerged among Indian intellectuals and pedagogues for adopting inclusive education in mainstream schools.

In a world where approximately 113 million children are not enrolled in primary school (DFID, 2001), Lewin (2000) highlights the potential for education to reverse the negative effects of social exclusion. There are an estimated 25 million children out of school in India (MHRD 2003 statistics, cited in World Bank, 2004). Many of them are marginalised by dimensions such as poverty, gender, disability, and caste. While many educational programmes have attempted to reach out to these previously excluded children, those with disabilities are often forgotten, emphasising their invisible status in a rigidly categorized society.

1.2 OBJECTIVES

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

- discuss the meaning of inclusive education,
- describe principles of inclusive education,
- explain need of inclusive education,
- discuss programmes & policies for inclusion ,
- describe the barriers facing inclusive education, and
- explain benefits of inclusion.

1.3 MEANING OF INCLUSIVE EDUCATION

The dictionary meaning of term 'inclusion' is 'to include' which is defined as 'to have as a part: contain in addition to other parts or to put in with something or someone else: take in or consider as part of a group.' (Longman's English Dictionary)

Thomas (1997) defined inclusive education as "the acceptance of all pupils in the mainstream system, taught with a common framework and identified as the

responsibility of all teachers."

Booth (1999) defined inclusive education as "the process of increasing the participation of learners within, and reducing their exclusion from the cultures, curricula and communities of neighbourhood centres of learning."

In the words of Loreman and Deppeler (2001), "Inclusion means full inclusion of children with diverse abilities (that is both giftedness and disability) in all aspects of schooling that other children are able to access and enjoy. It involves 'regular' schools and classrooms genuinely adapting and changing to meet the needs of all children as well as celebrating and valuing differences."

Agra seminar (1998)- At this seminar, a definition of inclusive education was agreed by the 55 participants from 23 (primarily southern) countries. This definition was later adopted practically unchanged in the South African White Paper on Inclusive Education.

The Agra seminar definition states that inclusive education :

- is broader than formal schooling: it includes the home, the community, non-formal and informal systems
- acknowledges that all children can learn
- enables education structures, systems and methodologies to meet the needs of all children
- Acknowledges and respects differences in children; age, gender, ethnicity, language, disabilities, HIV/TB status, etc.
- is a dynamic process which is constantly evolving according to the culture and context
- is part of a wider strategy to promote an inclusive society.

In the words of UNESCO "Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education.

It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children."

All of the above definitions emphasize that inclusion is for all, and not just about a specific group. The relationship between school improvement, effectiveness, quality of education and inclusion is also strong and implicit.

In simple words inclusive education refers to a wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education. It acknowledges that learning begins at birth and continues throughout life, and includes learning in the home, the community, and in formal, informal and non-formal situations. It seeks to enable communities, systems and structures in all cultures and contexts to combat discrimination, celebrate diversity, promote participation and overcome barriers to learning and participation for all people. It is a part of a wider strategy promoting inclusive development, with the goal of creating a world where there is peace, tolerance, sustainable use of resources, social justice, and where the basic needs and rights of all are met.

1.4 PRINCIPLES OF INCLUSIVE EDUCATION

Inclusive education is based on the philosophy of Inclusion which holds that society is one and every individual is an equal member of the society and has a right to be included in general educational setup and not to be excluded from it. The Inclusion philosophy is based on the basic premise that all in the society have equal rights and have therefore to be treated without discrimination and with respect and dignity whatever may be the individuals' personal or subjective conditions, abilities, views, etc. Thus, Inclusive Education which is based on the Inclusion philosophy follows certain fundamental principles which are:

- That every student has an inherent right to education on basis of equality of opportunity.
- That no student is excluded from, or discriminated within education on grounds

of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, disability, birth, poverty or other status.

- That all students can learn and benefit from education.
- That school adapt to the needs of students, rather than students adapting to the needs of the school.
- That the student's views are listened to and taken seriously.
- That the individual differences between students are a source of richness and diversity, and not a problem.
- That the diversity of needs and pace of development of students are addressed through a wide and flexible range of responses.

1.5 NEED OF INCLUSIVE EDUCATION

There have been efforts internationally to include children with disabilities in the educational mainstream. In order to achieve truly inclusive education, we need to think about and incorporate children with special needs into regular schools especially, because these kids face some sort of barriers to learning and participation in the classroom. As general education classrooms include 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 goals may be different. We have learned that inclusive education is a better way to help all students succeed. Researches 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 settings and inclusion provides opportunities to develop relationships. Some of the benefits include: friendships, social skills, personal principles, comfort level with people who have special needs, and caring classroom environments.

The most important function of friendships is to make people feel cared for, loved, and safe. In an inclusive educational setting, low-achieving students are able to get extra help even though they did not qualify for special education. Classmates of

students with disabilities also experience growth in social cognition, often can become more aware of the needs of others in inclusive classrooms. An interesting side effect is that parents report that they also feel more comfortable with people with special needs because of their children's experiences. Students with disabilities can create long-lasting friendships that would not be otherwise possible, and these friendships can give them the skills to navigate social relationships later on in life.

Thus it is an established practice that students in an inclusive classroom are placed with their peer group or age-mates. This is essential to encourage a sense of belonging, among the peers and to foster an atmosphere of friendships. Teachers in particular are responsible to ensure that a relationship between a student with special needs and a peer without special needs develops to the advantage of both and the society at large.

1.6 PROGRAMMES AND POLICIES FOR INCLUSION

International Declarations

The international concern on promotion and protection of human rights was originated in the foundation of United Nations by the end of World War II. In the year 1970, the disability was viewed with a different angle, which was established as human rights approach. This approach has given a way to major international declarations related to the rights of the disabled. All the member countries enforced the declaration as per the law of the land.

These various declarations are as follows:

- **The Universal Declaration of Human Rights in United Nations (1948)**

The general assembly of the United Nations adopted above declaration vide resolution no.217A on December 10, 1948. Some of the article such as Article 1,2,22 and 25 are relevant to the need of persons with disabilities.
- **The Universal Declaration on the Rights of Mentally Retarded Persons (1971)**

The general Assembly of United Nations declared the rights of the mentally

retarded persons vide its resolution no.2865 (XXVI) on 10th December 1971. This was the first step towards integration of persons with disabilities.

- **The Universal Declaration on the Rights of the Disabled Persons (1975)**

This declaration was adopted on 9th December 1975 vide resolution No.3447 (XXX)

- **The World Programme of Action Concerning Disabled Persons (1982)**

This was formulated as a result of the International year of Disabled 1981. It is an International strategy to enhance disability prevention, rehabilitation and equalization of opportunities, related to full participation of persons with disabilities in social life and national development.

- **The Salamanca Statement and Framework for Action on Special Needs Education (1994)**

The world conference on special Needs Education was jointly organized by Government of Spain and UNESCO in Salamanca in 1994. The major thrust of the Conference was inclusive education. The Statement refers to "Regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, building on inclusive society and achieving education for all, moreover they provide effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system". The statement also calls on the international community to endorse the approach of inclusive schooling.

- **Millennium Development Goals, 2000**

The MDGs were the first time global leaders had come together to agree a concrete set of development goals that provide a common framework and set of targets for everyone across the globe working on international development. Goal 2 states: Achieve universal primary education. Ensure that all boys and girls complete a full course of primary schooling. Although none of the MDGs

explicitly mention disability, disabled children are of course covered by the requirement that 'all' children should be able to complete primary education.

- **World Education Forum for Action, 2000**

The Dakar forum was convened to re-assert the urgency of ensuring marginalized groups can access education, particularly in light of the MDG target. It was clear that without reaching these groups, universal education would remain a dream. The Forum Stated: All children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and be.

- **Education for all-Flagship on Right to Education for Persons with Disabilities, 2001**

The aim of the EFA Flagship was to reinforce the Dakar statement and to make it clear that without actively seeking to integrate children with disabilities and children from other minorities, the MDGs will never be met. It states: the goal of Dakar will only be achieved when all nations recognize that the universal right to education extends to all individuals and children with disabilities and when nations act upon their obligations to establish or reform public education systems that are accessible to, and meet the needs of, individuals with disabilities.

- **UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2007**

This is a human rights instrument that explicitly sets out the rights of disabled people, and is the most important tool we have to help argue for inclusive education worldwide. Parties to the convention are required to promote, protect and ensure the full enjoyment of human rights by persons with disabilities and ensure that they enjoy full equality under the law.

- **National Level Policy and Legislation**

A reference to the Govt. of India report on Blindness 1944 in this context is very relevant. Most of the modern educational programs for the visually handicapped in this country owe their origin to the recommendations of this report. It was in accordance with its recommendations that the Ministry of Education established a unit for the blind in April 1947. In this connection the commissions, committees, Acts, and schemes have been made, implemented and constituted for persons with disabilities in India for their education, employment and rehabilitation. Some important among them are given below in chronological order:

- **Sargent Report (1944)**

The CAGE report, written by John Sargent, The British chief educational advisor, observed that the Indian government had not done much for the education of the disabled. What had done was due to the voluntary efforts and the country could 'profitably borrow' from the experiences and achievements of those country which had been active in this field (CAGE, 1944, p.111).

The 1944, Sargent Report also referred to the 1936 CAGE recommendations which has directed the provincial governments not to neglect education of handicapped. The report can be said to be a landmark in the policy on 'Integration' of disabled children in general schools, though it continued its recommendation for special schools, but only when the nature and extent of their defect (made) it necessary.

The report is important two point of view First, it recommended that the provision for the disabled should form an essential part of a national system of education and should be administered by the Education Department'. Second, 10 percent of the budget for basic and high schools had been set aside for the (education) services of the disabled.

Special education in India continues to be administered by the welfare ministry (now called the Ministry of Social Justice and Empowerment) and is not a part of the regular system of education.

- **Kothari Commission (1964-66)**

The Indian Education Commission (1964-66) first suggest that the education of handicapped children has to be organized not merely on humanitarian grounds, but also an aspects of utility. The commission viewed that in spite of constitutional obligation on universal compulsory education for all, including children with disabilities, very little had been done in this regard. The Commission emphasized that the education of children with disability should be "an inseparable part of the general education system." Commission has also specifically emphasized the importance of integrated education in meeting this target as it is cost effective and useful in developing mutual understanding between children with and without disabilities.

- **National Education Policy (1968)**

National Education Policy (1968) followed the commission's recommendations and suggested the expansion of education facilities for physically and mentally handicapped children and the development of 'Integrated Program 'enabling handicapped children to study in regular schools. Eight years later a scheme for the integrated education of disabled children ➤ (IEDC), 1974 was started by the welfare ministry.

- **National Policy on Education (1986)**

The National Policy on Education was adopted by Indian Parliament in 1986. The policy emphasizes the removal of disparities, and ensuring equalization of educational opportunity under its para '**education of the disabled**'. The measures may be taken in this regards are:

- Wherever feasible, the education of children with loco motor handicaps and other mild handicaps will be common with that of others.
- Special schools with hostels facilities will be provided, as far as possible at district head headquarters for the severely handicapped children.

Adequate arrangements will be made to give vocational training to the disabled.

Teacher's training programs will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children.

Voluntary effort for the education of the disabled will be encouraged in every possible manner.

- **Bahrul Islam Committee (1988)**

The committee included education in the Draft Legislation. It mentioned that the state should endeavor to provide free and universal elementary education to children with physical and mental disabilities. The state shall also provide assistance to them for education and training at the secondary and higher levels. It also emphasized promotion of integrated education and continuation of residential education.

- **Programme of Action (1990, MHRD)**

This program outlined the measures to implement the policy, which included massive in-service training programs for teachers, orientation programs for administrators, development of supervisory expertise in the resource institutions for school education at the district and block levels, and provision of incentives like supply of aids, appliances, textbooks and school uniforms.

- **Programme of Action (1992, MHRD)**

The NPE/POA 1986 was modified and a new POA was chalked out in 1992. The 1992 POA made an ambitious commitment for universal enrolment by the end of the Ninth Plan for both categories of children: those who could be educated in general primary schools and those who required education in special schools or special classes in general schools (MHRD, 1992, p.18). It also called for the reorientation of the preservice and in-service teacher education service and in-service teacher education programs.

- **World Commitment on Education as a Right:**

The right of every child to education is proclaimed in the Universal Declaration of Human Rights (1948) and was strongly reaffirmed by the World Declaration on

Education for All (1990). The philosophy agreed upon at the Jomtien World Declaration included the following statements:

- Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs.
- The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system.
- **The UN Standard rules on the equalization of opportunities for persons with disabilities (1993):**

It was an important resolution for improving the educational conditions of persons with disabilities. This had major implications for the Indian situation in the form of three legislative acts - the RCI Act (1992), PWD Act (1995) and National Trust Act (1999). The Salamanca Statement and Framework for Action on Disability Education (1994) emerged as a result of deliberations held by more than 300 participants representing 92 governments including India and 25 international organizations in June 1994. For furthering the objectives of education for all, it considered the fundamental policy shifts required to promote inclusive education. It emphasizes that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The statement affirms, “those with special educational needs must have access to regular schools which should accommodate them within a child centered pedagogy capable of meeting these needs.”

- **The Sarva Shiksha Abhiyan (SSA):**

SSA has been operational since 2000-01 in partnership with state governments to achieve the goal of Universalization of Elementary Education. This adopts a ZERO rejection policy and uses an approach of converging various existing schemes and programs. It covers the following components under education for children with disability :

Early detection and identification.

Functional and formal assessment.

Education placement.

Aids and appliances.

Support services.

Teacher training.

Resource support.

Individual Educational Plan (IEP).

➤ Parental training and community mobilization.

Planning and management.

Strengthening of special schools.

Removal of architectural barriers.

Research.

➤ Monitoring and evaluation. ➤

Girls with disability

- **National Policies for Persons with Disabilities (2006)**

This recognizes that persons with disabilities are valuable human resources for the country and seek to create an environment that provides those equal opportunities, protection of their rights and full participation in society. The focus of the policy includes :

➤ Prevention of Disabilities

Rehabilitation Measures

➤ Women with Disabilities

Children with Disabilities

- Barrier free environment
- Issues of Disability Certificate
- Social Security
- Promotion of NGO
- Research and
- Sports Recreation and cultural life.

- **Specific Legislation for persons with disabilities**

In the lights of above international declaration and policies framework, Parliament of India has passed following legislation for equalization of opportunities and safeguarding the rights of the persons with disabilities in India.

- (i) **The Mental Health Act, 1987**

This Act replaced the Lunacy Act of 1912. The purpose of this Act was to regulate admission to psychiatric hospitals ➤➤ or nursing homes of mentally ill persons who do not have sufficient understanding to seek treatment on a voluntary basis and to protect the rights of such persons while being detained. Some of the important provisions of the Act are:

- A mentally ill person has the right to be admitted, treated and taken care of in a Psychiatric hospital or psychiatric nursing home established or maintained by the government or any other person for the treatment and care of mentally ill persons.

Even mentally ill prisoners and minors have a right of treatment in psychiatric hospitals or psychiatric nursing homes of the government.

Mentally ill persons undergoing treatment shall not be subjected to any indignity physical or mental or cruelty.

- Mentally ill persons who are entitled to any pay, pension, gratuity or any

allowance from the government (such as government servants who become mentally ill during their tenure) are not to be denied such payment.

- A mentally ill person shall be entitled to the services of a legal practitioner by order of a magistrate or district court if he/she has no means to engage a legal practitioner or his /her circumstances so warrant in respect of proceedings under the Act.

(ii) The Rehabilitation Council of India (RCI) Act, 1992

This Act was passed in 1992 for the purpose of constituting the Rehabilitation Council of India, for regulating the Training of Rehabilitation Professionals and for maintenance of a Central Rehabilitation Register. It was amended by Rehabilitation Council of India (Amendment) Act, 2000 to provide for monitoring the training of rehabilitation professionals and personnel, promoting research in rehabilitation and special education as additional objectives of the Council. It provides for :

- Recognition of qualifications in the field of disability and rehabilitation granted by institutions, universities, etc., in India for rehabilitation professionals.
- Recognition of qualifications granted by Institutions outside India under reciprocal system. Granting/withdrawal of recognition to institutions on the basis of approved standards.
- Set minimum standards of education /curriculum.
- Maintenance of Central Rehabilitation Register (CRR) for rehabilitation professionals/personnel.
- Provision for inclusion/removal of names from CRR.
- The RCI through its linkages with training institutions and universities has been undertaking standardization of curriculum, monitoring and evaluation, assessment of teacher training and research and development in the field of disability and rehabilitation.

(iii) Persons with Disabilities (Equal Opportunities, Protection of Rights & full Participation) Act, 1995

Landmark legislation in the history of special education in India is the Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995. This comprehensive Act covers seven disabilities, namely blindness, low vision, hearing impaired, loco-motor impaired, mental retardation, leprosy cured and mental illness. Chapter V (Section 26) of the Act, which deals with education, mentions that the appropriate governments and the local authorities shall:

Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years;

Endeavour to promote the integration of students with disabilities in normal schools;

- Promote setting up of special schools in government and private sectors for those in need of special education in such a manner that children with special needs living in any part of the country have access to such schools; and
- Endeavour to equip the special schools for children with special needs with vocational training facilities.

(iv) National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999

Another landmark legislation is the National Trust Act, 1999. This Act seeks to protect and promote the rights of persons who, within the disability sector, have been even more marginalized than others. Though the National Trust Act of 1999 does not directly deal with the education of children with special needs, one of its thrust areas is to promote programs, which foster inclusion and independence by creating barrier-free environment, developing functional skills of the disabled and promoting self-help groups.

The object of the National Trust is to empower families to retain their disabled members within the family and the community. The Trust reaches out to disabled

persons and their families and provides a range of relief and care services. Such services may be provided through institutional care or in the homes in case the families and their disabled members are unable to access the services outside the house.

(v) The Right to Education Act, 2009

It was originally drafted in 2005, was not passed until 2009, and put into full effect in 2010. The Supreme Court upheld the constitutionality of the act in 2012. This act was not disability specific, but rather included people with disabilities.

1.7 BARRIERS TO INCLUSION

There are three sets of barriers that currently limit the opportunity for people with disabilities to participate in society on equal terms with non-disabled people.

Attitudinal

Prejudice, discrimination and stigma cause the biggest problems for people with disabilities, who are assumed to be one or more of the following:

- incapable/inadequate
- of low intelligence
- in need of a 'cure'
- needing 'special' services or support
- dependent
- inspirational or marvellous or exceptional.

People who make these judgements treat the disabled person as superfluous or superhuman. They either fail to respond to the individual - with all their inherent personality, strengths and weaknesses - or they assume they have 'superhuman' abilities to cope with their impairment. People who do not have disabilities can respond with fear, pity, repulsion, or a sense of superiority. These assumptions and emotions are reinforced by the media. Negative language reflects and can reinforce prejudices.

People with disabilities wish to change the language used by non-disabled people about them - especially language that is offensive and inaccurate.

Environmental

Disabled people encounter barriers in terms of access to the built environment or information, for example in terms of public transport, hospitals and clinics, schools and housing, shops and marketplaces, offices and factories, places of worship, media and communications and public information systems.

Most people think of the physical barriers in this category - e.g. a health clinic is inaccessible for wheelchair users if it has steps and narrow doorways. It is relatively easy to identify these - in consultation with disabled people - once aware.

Lack of accessible communications can also be disabling for those with sensory impairments - e.g. for deaf people, if there's no sign language; for those with visual impairments, if medication isn't appropriately labelled. Poor communication can have devastating results where important school based education campaigns happen (e.g. HIV and AIDS).

Students with hearing, visual or intellectual impairments are unlikely to access vital information unless their access needs have been met. And since 98 per cent of disabled children in developing countries don't attend school, they'll miss out on important education and information.

Institutional

These barriers exclude or segregate disabled people from many areas, such as the legal system, employment laws, electoral system, education policies, health service provisions, social services, belief systems and religion and humanitarian/development agency policies.

Exclusion from institutions has other effects - for example, poorly regulated special education often makes fewer academic demands on pupils, and smaller schools expose them to a limited range of cultural experiences. The virtual exclusion of people

with disabilities from teacher training colleges also limits the number of qualified teachers with disabilities as role models for students with disabilities and non-disabled pupils in schools.

Families often make assumptions their child with a disability will not be able to work independently. They, therefore, rarely ask the government to provide suitable formal education, or encourage the child to pursue a career. Many people with disabilities may then set low expectations for themselves.

Handicap International partners and field staff have identified the following barriers to education encountered by children with disabilities. These examples are prevalent in all countries where Handicap International works.

Barrier 1: Negative attitudes in the community and lack of knowledge due to:

- Traditional beliefs and practices, fears, shame, economic poverty (of parents ; schools, teachers, other pupils and communities), large family sizes
- Parents of children with disabilities do not know or underestimate the capacities or the potential of their children ; and
- Parents of children with disabilities do not see the value of sending their children with disabilities to school nor their potential for future employment.

Barrier 2: Quality inclusive primary education not accessible to children with disabilities due to:

- Inadequate teaching, monitoring and support provided ;
- Inaccessible and un-adapted curricula ;
- Insufficient training of teachers on key issues (disability awareness, gender sensitivity, classroom management, accessible curriculum, diversification of teaching methodologies) ;
- Resources and teaching materials and teaching practices inaccessible ;

- Inadequate monitoring, evaluation and support mechanisms for the inclusion of children with disabilities in education ;
- Severe lack of provision and follow-up support ;
- Disabled girls and boys have no voice or choice in their educational needs and aspirations ;
- Inaccessible education environment ;
- Inaccessible school buildings and facilities ;
- A lack of accessible and suitably private sanitary facilities (note: this is a primary cause for high-dropout rates among adolescent girls) ;
- Specialist equipment needed to support many disabled girls and boys is costly and restricted to urban locations ;
- Lack of appropriate transportation ;
- Lack of natural lighting in classrooms.

Barrier 3: Lack of national and local inclusive education policies due to :

- Lack of information to governments about how to translate international standards such as Article 24 of the Convention on the Rights of Persons with Disabilities into a policy that is feasible within a resource poor context ;
- Lack of sufficient knowledge base on disability and inclusive education within Ministries of Education and Teacher Training Colleges to put policies into practice ;
- Lack of mechanisms for analysis of information and exchange of best practice on key disability and education issues (both within and between countries) ;
- Severe lack of data about the numbers of disabled girls and boys both in and out of school and on educational provision for disabled girls and boys.

Related to Barrier 3, the following common scenarios explain why national education laws and policies often make the inclusion of children with disabilities difficult.

- 1) No specific law to protect the rights of children with disabilities. Since children with disabilities are often not recognized as equal citizens in society, generic national laws are usually insufficient.
- 2) A specific law exists but it is not effective, due to limited knowledge about the law, negative attitudes towards children with disabilities and limited knowledge on how to implement it.
- 3) The existing law specifies that children with disabilities should attend special schools.
- 4) The law is recognised but only partially implemented within the country context, and only certain education officials actually promote the law.
- 5) There are commonly a number of prohibitive policies relating to school examinations. In some developing countries where Handicap International works, governments do not take into account specific needs of individual children in terms of completing examinations, such as: extra time to complete the examinations; an assistant to transcribe the answers; an assistant to read the questions; provision of examinations in alternative formats (e.g. Braille).

OTHER TYPES OF BARRIERS

Attitudes

The greatest barrier to inclusion is the attitude of teachers. If teachers hold unfavourable or negative attitude towards inclusion of children with special needs in the regular classroom, if they possess negative beliefs about the educability of such children in the regular schools then inclusion will not be successful.

In certain cases attitude of parents of non-disabled children also creates bottlenecks. Some parents are not in favour of sending their children to schools where both disabled and non-disabled children learn together, on the grounds that the

education of their children will be affected by including disabled children in the regular class and that their children will imitate the undesirable behaviours and manners of disabled children.

Attitude of teachers can be changed by exposing them to inclusion practices, in service education programmes, workshops and seminars, literature in the field and by learning from other's experiences.

Labelling

In most cases regular teachers tend to categorize and address such children by a label. Inclusion does not accept labels of any kind. Labeling is not a healthy practice in inclusive settings for a number of reasons.

Peer Rejection

Children with special needs may be enrolled in the regular class, but they may not be accepted and respected by their age peers. Under this circumstance, the child with a disability may be teased and bullied by his peers. This acts as a major barrier to inclusion. Peer rejection can be avoided by encouraging children to develop friendships.

Teacher's Respect for Diversity

Inclusion values diversity not assimilation. Teachers should, therefore, respect the diversity among children and provide programmes keeping in view their individuality. Lack of teacher's respect for diversity is a barrier to inclusion.

Accountability

When a special needs child is placed in the regular school he/she is considered to be the sole responsibility of the special education teacher. If the school does not have a special education teacher then he is no body's responsibility. No one is accountable for his education. Lack of accountability of teachers is a barrier to successful inclusion.

Traditional Oriented Teaching

Children with diverse abilities have unique needs. They need an instruction which will meet their special needs. But in most cases teachers follow traditional approach to teaching such children. There are teachers in schools who follow the whole class lecture method with a fixed time table, a single text book and rigid age grouping. Their instruction is focused on the whole class and individual attention is not paid to children. True inclusion will not be successful unless teachers modify their approach to teaching.

Integration of Personnel and Resources

An unhealthy division between special education personnel and resources and the regular education personnel and resources is a barrier to effective inclusion. In order to overcome this barrier all teachers should be considered as teachers of the school and children with and without disabilities should be viewed as learners waiting to be taught.

Lack of Support

Special needs children who are included in the regular classrooms require support from teachers and peers to make satisfactory progress in learning. If they don't get the support they may experience failure and later drop-out from school.

Involvement of Parents and Community

A crucial barrier to effective inclusion is non-involvement of parents and community in the process of inclusion. In most cases parents send their children to school but they are not involved in any aspect of inclusion such as assessment, decision-making and education of their children. They are alienated from the school. Moreover, a lot depends on community participation. Non-involvement of parents and community may act as a barrier to successful inclusion.

Check your progress-1

Note : a) Answers the question given below

b) Compare your answers with those given at the end of the lesson.

1. Which of these is not a principle of inclusive education.

- (a) Every student has an inherent right to education.
- (b) All students can learn and benefit from education.
- (c) Students adapting to the needs of the school.
- (d) School adapting to the need of the students.

2. Full form of IECYD_____

- (a) Education of Children and Youth without Disabilities
- (b) Education for Children and Youth with Disabilities
- (c) Education for Children and Youth without Disabilities
- (d) Inclusive Education of Children and Youth with Disabilities

3. Full form of IEDC_____

- (a) Integrated Education of the Disabled Children
- (b) Integrated Education for the Disabled Children
- (c) Integrated Education for Disabled Children
- (d) Integrated Education of Disabled Children

4. Which of the following is not a barrier in inclusion

- (a) Traditional oriented teaching.
- (b) Uncooperative behaviour of parents
- (c) Lack of sufficient training
- (d) Positive attitude of teachers and students towards inclusive education

1.8 BENEFITS OF INCLUSION

Inclusive education not only provides benefits to students with disabilities but also to their non-disabled peers. McCarty (2006) states, "it appears that special needs students in regular classes do better academically and socially than comparable students in non-inclusive settings" (p.8). Some of these benefits include social aspects, higher academic standards, and removal of the social prejudice that exists for people with special needs.

Social Benefits

Research has shown that the benefits of inclusive classrooms reach beyond academics. When students with disabilities are isolated and taught only in special education classrooms they are not given the opportunity to interact with a diverse group of people. By creating inclusive settings these students are now able to socially interact and develop relationships with their peers. McCarty (2006) believes that this allows the students with special needs to improve their social skills and their behavior by having appropriate examples in the general education classroom. Students with disabilities have shown improvement in their ability to follow directions and initiate contact with others, according to McCarty (2006). When students with disabilities become part of a general education classroom, they are more likely to become socially accepted by their peers. The more students without disabilities have contact with their peers with disabilities, the greater the chance they will learn tolerance and have a greater acceptance of other's differences, according to Kavale and Forness (2000). The climate of the classroom facilitates the idea that differences are natural and each student should be comfortable with being him or herself. In inclusive settings all students are seen as having something special and unique to contribute. Students with disabilities will feel that they are part of a learning community in their classroom because of the belief in inclusion by their peers and their teachers.

Individualized Instruction and Academic Achievement

With inclusion being implemented in more and more classrooms, students with and without disabilities are benefiting academically. Ferguson, Desjarlais, and Meyer

(2000) believe that "the regular education class can provide an environment in which students with special needs have more opportunities to learn, to make educational progress in academic achievement" (p.207). The academic benefits include having additional staff in the classroom to provide individualized and small group instruction to all of the students, and allowing for students with special needs to be exposed to a richer curriculum. Often, in special education classrooms, teachers can be forced to stray away from the curriculum due to fear that their students will not understand the important concepts and will not be able to master the material as stated by Voltz, Brazil, and Ford(2001). In an inclusive setting, students with special needs are being exposed to age appropriate curriculum and are receiving individualized instruction to support them in the general education classroom. This can lead to students with special needs feeling more confident in themselves because they are being given important work that is challenging them academically, compared to completing work that is easy and feeling like their accomplishments were minimal.

In the inclusive classroom, because of the diversity of students involved, it is necessary for teachers to vary their instructional strategies. One approach will not fit all. Voltz, Brazil, and Ford (2001) feel that special attention must be paid to differentiating what is taught, as well as how it is taught. Direct instruction with teacher led lessons are sometimes needed, but it is also important to have more constructivist, learner-centered activities and lessons to give students with and without disabilities the chance to have ownership in their learning. Cooperative learning models can also be effective in inclusive classrooms because of the heterogeneity of the students. During these cooperative learning activities, the teachers in the room can provide direct instruction and additional support to those students that need it.

Improvement in Behavior

In inclusive classrooms, students with special needs tend to behave more appropriately compared to when they are taught in isolation with other students with disabilities. Students with disabilities learn how to act appropriately in diverse settings by being surrounded by their peers without disabilities. Also, in general education

classrooms, the expectations the teacher places on appropriate behavior are much higher than in special education classrooms. According to Voltz, Brazil, and Ford (2001), students with disabilities are more able to understand the desired behaviors and will try to abide by them to avoid the consequences if they are taught and shown models of these behaviors.

Collaboration of Faculty and Staff

All of the teachers and staff that are in inclusive classrooms need to be committed to the idea of inclusion and be willing to work together to make it successful. The faculty needs to work as a team to make sure that the needs of every student is being met and that all students are being supported in reaching their maximum potential, as stated by Voltz, Brazil, and Ford (2001). By working together, teachers are more likely to create more diverse, engaging lessons for students who have a wide range of abilities, interests, and intelligences, according to Villa and Thousand (2003). They will also be able to discuss their different instructional and assessment techniques.

Removal of Social Prejudice

By being exposed to inclusive settings, students have a better understanding and are more tolerant of individual differences. When the classroom climate respects and reflects diversity, so will the students that are exposed to that environment. As soon as students with disabilities do not have the "special education student" label while in inclusive classrooms, they do not feel singled out or embarrassed in any way (Brown, 2001). When every student is included in the learning activities occurring in the classroom, students are unaware of the students that receive special education services, according to Brown (2001).

By using cooperative learning groups, teachers can mix students with disabilities into groupings based on their strengths; they will feel that they belong because they are not being taken out of the room or being segregated from their peers. By doing this, their peers will see them as contributing members to the classroom and not as "different" or "special".

Every student should feel comfortable in their classroom and that they are part of a learning community. By exposing children to diversity, teachers are exposing them to reality (Brown, 2001). By doing this in inclusive classrooms, students with and without disabilities are forming friendships, gaining an improved sense of self-worth, and are becoming better human beings by learning tolerance.

Check Your Progress -2

Note : a) **Answers the question given below**

b) **Compare your answers with those given at the end of the lesson.**

1. RCI means _____

- (a) Rehabilitation Council of India
- (b) Rehabilitation Council for India
- (c) Rehabilitation Committee of India
- (d) Rehabilitation Commission of India

2. Inclusion is seen as a process of

- (a) Responding to diverse needs of the learner
- (b) Increasing participation in learning
- (c) Reducing exclusion from education
- (d) All of the above

3. Inclusive Education refers to

- (a) Special teaching to disabled students
- (b) Sarva Shiksha Abhiyan
- (c) Equal educational opportunities to disabled and normal students
- (d) Special education in special schools

1.9 LET US SUM UP

Right to Education Act 2009 ensures education to all children irrespective of their caste, religion, ability, and so on. It is essential to build an inclusive society through an inclusive approach. In doing so, we have challenged commonly held beliefs and developed a new set of core assumptions. Inclusion is more than a method of educating students with disabilities. It stresses that each child, regardless of the intensity and severity of his or her disabilities, is a valued member of society and is capable of participating in that society. A good inclusive education is one that allows all the students to participate in all aspects of classroom equally or close to equal. To meet the challenges, the involvement and cooperation of educators, parents, and community leaders is vital for the creation of better and more inclusive schools. The Government of India is trying to improve its education system focusing on the inclusive approach. The challenges can be overcome by raising awareness of human rights in communities and publicising positive examples of disabled children and adults succeeding in inclusive education and in life beyond school as a result. We need to develop an inclusive design of learning to make the education joyful for all children so that the education for them is welcoming, learner friendly and beneficial and they feel as a part of it not apart from it. Therefore, Inclusion arose as a good solution to the question of how to educate these children more effectively.

Inclusive Education which is based on the Inclusion philosophy, follows certain fundamental principles which are:

- That every student has an inherent right to education on basis of equality of opportunity.
- That no student is excluded from, or discriminated within education on grounds of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, disability, birth, poverty or other status.
- That all students can learn and benefit from education.
- That school adapt to the needs of students, rather than students adapting to

the needs of the school.

- That the student's views are listened to and taken seriously.
- That the individual differences between students are a source of richness and diversity, and not a problem.
- That the diversity of needs and pace of development of students are addressed through a wide and flexible range of responses.

Barriers of Inclusion Includes

- Attitudinal
- Environmental
- Institutional
- Attitudes
- Labelling
- Peer Rejection
- Teacher's Respect for Diversity
- Accountability
- Traditional Oriented Teaching
- Integration of Personnel and Resources
- Lack of Support
- Involvement of Parents and Community

1.10 LESSON END EXERCISE

Short Answer Type Questions

1. Discuss any three barriers to inclusion.

2. Define Inclusive education.
3. Discuss the principles of inclusion.
4. Give in brief history of inclusive education.

Long Answer Type Questions

1. Define inclusive education. Discuss various barriers to inclusion.
2. Discuss the initiative of Sarva Shiksha Abhiyan with special reference to inclusive education.
3. Highlight the need and importance of inclusive education and support your answer with suitable examples.
4. Explain the role of Rehabilitation Council of India with special reference to inclusive education.
5. Discuss the programmes and policies for inclusion.

1.11 SUGGESTED FURTHER READINGS

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1.12 ANSWER TO CHECK YOUR PROGRESS

Exercise 1

Answers

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

Exercise 2

Answers

1. A
2. D
3. C

DIMENSIONS FOR SUCCESSFUL INCLUSION

2.0 STRUCTURE

2.1 Introduction

2.2 Objectives

2.3 Concept of Inclusion

2.4 Dimensions of Successful Inclusion

2.4.1 Promoting a Sense of Community and social acceptance

2.4.2 Appreciation to the Student Diversity

2.4.3 Attention to Curricular Needs

2.4.4 Effective Management & Instructions and Personnel Support.

2.5 Let Us Sum up

2.6 Lesson End Exercise

2.7 Suggested Further Readings

2.1 INTRODUCTION

In lesson no 1, you were exposed to the concept of Inclusive education. we discussed with you need and importance of inclusive educaion. You also came to know about the programmes and policies of inclusion. An attempt was also made to acquaint you with the barriers coming in the way of successful implementation of inclusion in schools. In this lesson, we will discuss with you concept of inclusion and dimensions of successful inclusion.

Inclusion as we know it today has its origins in Special Education. The development of the field of special education has involved a series of stages during which education systems have explored different ways of responding to children with disabilities, and to students who experience difficulties in learning. In some cases, special education has been provided as a supplement to general education provision, in other cases it has been entirely separate. In recent years, the appropriateness of separate systems of education has been challenged, both from a human rights perspective and from the point of view of effectiveness.

Special education practices were moved into the mainstream through an approach known as "integration". The main challenge with integration is that "mainstreaming" had not been accompanied by changes in the organisation of the ordinary school, its curriculum and teaching and learning strategies. This lack of organisational change has proved to be one of the major barriers to the implementation of inclusive education policies. Revised thinking has thus led to a re-conceptualisation of "special needs". This view implies that progress is more likely if we recognize that difficulties experienced by pupils result from the ways in which schools are currently organized and from rigid teaching methods. It has been argued that schools need to be reformed and pedagogy needs to be improved in ways that will lead them to respond positively to pupil diversity - seeing individual differences not as problems to be fixed, but as opportunities for enriching learning.

2.2 OBJECTIVES

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

- develop an understanding about inclusion,
- describe sense of community and social acceptance as dimensions of successful inclusion,
- discuss attention to diversity and curricular needs as dimensions of successful inclusion, and
- explain effective management and instructions and personal support as dimensions of successful inclusion.

2.3 CONCEPT OF INCLUSION

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. "Inclusion includes physical integration, social integration, and access to normalized educational, recreational, and social activities that occur in school" (Ryndack & Alper 2003:15). UNESCO 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."

Inclusion is 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. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students). The term inclusion does not appear in federal law or regulations, but its use to refer to the concept of integration of students with disabilities has become standard, and many court cases use the term. In

the literature, one will encounter "inclusion," "full inclusion," "integration," "full integration," "inclusive schools," "inclusive education," and unified system"--all terms used to describe the philosophy and the practices of the full participation of students with disabilities in regular education classrooms (Price, Mayfield, McFadden, and Marsh, 2001) There seem to be two general approaches to inclusion: inclusion and full inclusion (Price, Mayfield, McFadden, and Marsh, 2001). Inclusion represents a belief that students with disabilities belong in regular program of the school where special services are available to support the effort. Full inclusion means that all students, regardless of handicapping condition or severity, will be in a regular classroom/program full time. All services must be taken to the child in that setting (Wisconsin Education Association Council, 2001).

Inclusive education is virtually the practice that provides school experiences to children with special needs in the same school and classrooms they would attend if they did not have special needs. It is the process during which all children, regardless of their abilities and needs, participate in the same school (Thomas, 1997). Inclusive education is the process of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools. Inclusion gears towards restructuring of the cultures, policies and practices in schools so that they respond to the diversity of students in their communities.

Inclusive education acknowledges that all children can learn, respects differences in children e.g. age, gender, ethnicity, language, disability etc., enables education structures, systems and methodologies to meet the needs of all children, is part of a wider strategy to promote an inclusive society, and is a dynamic process that is constantly evolving (Save the Children 2008).Inclusion involves keeping special education students in general education classrooms and bringing the support services to the child, rather than bringing the child to the support services.

Principles of Effective Inclusion

According to Salend (2001), there are four principles of effective inclusion:

1. Effective inclusion improves the educational system for all students by placing

them together in general education classrooms-regardless of their learning ability, race, linguistic ability, economic status, gender, learning style, ethnicity, cultural background, religion, family structure, and sexual orientation. Inclusionary schools welcome, acknowledge, affirm, and celebrate the value of all learners by educating them together in high-quality, age appropriate general education classrooms in their neighbourhood schools.

2. Effective inclusion involves sensitivity to and acceptance of individual needs and differences. Educators cannot teach students without taking into account the factors that shape their students and make them unique. In inclusive classrooms, all students are valued as individuals capable of learning and contributing to society. They are taught to appreciate diversity and to value and learn from each other's similarities and differences
3. Effective inclusion requires reflective educators to modify their attitudes, teaching and classroom management practices, and curricula to accommodate individual needs. In inclusive classrooms, teachers are reflective practitioners who are flexible, responsive, and aware of student's needs. They think critically about their values and beliefs and routinely examine their own practices for self-improvement and to ensure that all students needs are met.
4. Effective inclusion is a group effort; it involves collaboration among educators, other professionals, students, families, and community agencies. The support and services that students need are provided in the general education classroom. People work cooperatively, reflectively, sharing resources, responsibilities, skills, decisions, and advocacy for students benefit.

2.4 DIMENSIONS OF SUCCESSFUL INCLUSION

In inclusive classrooms, all students feel supported to learn and explore ideas, safe to express their views in a civil manner, and respected as individuals and members of groups. They view themselves as people who belong to a community of learners. Inclusive classrooms support rigorous academic work and deep learning by all students. Inclusive classrooms are places in which thoughtfulness, mutual respect, and academic

excellence are valued and promoted.

2.4.1 Promoting a Sense of Community and social acceptance

A positive sense of community can be created by respecting and acknowledging diversity, and encouraging positive relationships between all individuals that are warm, safe and foster feelings of security. A positive sense of community exists where everyone:

- feels a sense of belonging and inclusion within the classroom and with each other, and therefore feels valued for who they are
 - engages in positive relationships that are responsive and caring
- promotes mental health and wellbeing within the community and works with each other within the service in meaningful ways, such as through decision making and participation.

Relationships, belonging and inclusion are essential elements in creating a positive sense of community.

➤

Relationships - Positive relationships are very important in creating a sense of community. There are significant long-term effects of having positive relationships with others early in life; one of the most significant being good mental health. Other benefits include a positive sense of self, a sound sense of morality, competence in emotional regulation (for example, self-control), and good social skills. Characteristics of positive relationships that foster a sense of community include responsiveness, warmth, sensitivity, consistency, respect for diversity, security and stability.

Belonging- A sense of belonging establishes strong foundations for building meaningful relationships. 'Belonging' relates to feelings of being valued, accepted, respected, cared about by others and happy to be a part of the community. One of the components of successful inclusion is the degree to which the student with a disability feels a part of the general education classroom. The feeling of belonging positively affects the student's self-image and self-esteem, motivation to achieve, speed of adjustment to the larger classroom and new demands, general behaviour, and general

level of achievement. The impact of the new student on the general classroom is a major consideration for inclusion planners. Fostering positive social relationships between students with disabilities and their peers requires the preparation of non disabled peers in the classroom so that they understand the needs of their new classmates. Teachers may use many strategies to help the student achieve a sense of belonging to the class and school strategies to foster a sense of belonging (Kochhar, West and Taymans, 2000):

- Discuss expectations with the students' peers and encourage interaction; the school counsellor or psychologist can be helpful in preparing classes for a new student with a disability and in discussing the benefits of positive peer relationships
- Use cooperative group learning, in which students are teamed for activities or projects and must cooperate, share ideas and materials, and share in the development of project products. Learning teams are also effective when students are required to prepare for classroom demonstrations and exhibitions
- Assign peer advocates, a peer mentor, or a buddy who is responsible for interacting with and helping the student in classroom activities and social situations. The peer advocate provides support and encouragement and enables the student with a disability to solve problems with class activities and generally adjust to the new classroom environment.
- Assign a teacher advocate to the student, with whom the student can consult for guidance, general support, or crisis assistance. Promoting positive social interactions in an inclusion setting for students with learning disabilities
- Include the new student in the daily roll call and in all class pictures, and place the student's work on the bulletin boards right along with the work of his or her peers
- Establish a lunch buddy system (particularly helpful for younger students in the first weeks of class)

Social Acceptance

In recent years, individuals with special needs are educated in the same environment with their peers, as the term "inclusive class" indicates, that is a widely adopted method. It was noticed that students with special needs who are educated at separate schools in a boarding or non-boarding model are deprived from their rights to actively participate in social life within the process. Since 1970s, legislations have been made to allow for them to be educated with their normal peers in the same environment. Positive reflections of these legislations were effective in the adoption of inclusive education for students with special needs. Today inclusive education aims at providing supporting services that help increase the independent living qualities of children with special needs and ensuring that they are educated in the same environment with their normal peers, acquire academic and social success through mutual interaction, and benefit from the opportunity of being an effective and productive member of the society. The interactions and sharing they experience with their peers, students with special needs can establish healthy communication, effectively use their social role-modelling and communication skills, learn faster, as a result of which improve their self-control and self-esteem (Wu et al. 2008).

Social acceptance of students with special needs is one of the key areas in inclusive education. One of the fundamental keys which ensure success for inclusion application is social acceptance by peers. The attitudes, prejudices and beliefs of peers without disabilities towards their peers with special needs is seen as an essential factor in their acceptance as friends of students with special needs. In addition to students with special needs, their normal peers are also positively affected by inclusive education and obtain certain acquisitions. For example the teacher presents the objectives of the class by making adaptations in teaching methods and materials which provides benefits for both types of students. It is known that the self-confidence and academic success of both types of students' increases and normally developing students receive higher or the same scores from success tests compared to their peers who do not attend such a program (Sucuoglu 2006). Metin (1992) claims that when inclusive

environments are well-planned, it will facilitate easy and intense interaction between normal peers and students with special needs that are especially at small ages, as a result of which social acceptance behaviour can be acquired at early ages.

In cases where social acceptance is low or non-existent, it is observed that children with special needs feel themselves lonely and valueless, their self-esteem and academic success worsens, and the low academic performance is expressed in such behaviours as aversion and disobedience (Sucuoglu 2006; DemirSad 2007; Ergüden 2008). In classrooms where social acceptance is present, the following practices are observed :

- Students are valued and nurtured.
All children belong to the class.
- The needs of all students are addressed.
Classrooms are characterized by positive teacher attitudes about students with special needs.
➤➤ There are high teacher expectations for all students.
- Individualization of instruction is apparent.
Students are educated about diversity and disabilities and positive interactions are facilitated by teachers.

Development of friendships and a sense of classroom community are priorities.

2.4.2 Appreciation to the Student Diversity

Every child has unique characteristics, interests, abilities and learning needs and therefore, if the right to education is to mean anything, education systems should be designed and educational programmes implemented, to take into account the wide diversity of these characteristics and needs (UNESCO, 1994, p. viii.) Inclusion is more than just being culturally inclusive. Inclusive practice involves understanding,

respecting, celebrating and honouring differences, and welcoming all children and families into the service. Diversity comes in many other forms, including:

- Family arrangements and circumstances
- Home environment and routines
- Child-rearing practices
- Linguistic
- Demographic (for example, age, gender)
- Religious
- Thinking, play and learning styles
- Abilities and disabilities
- Lifestyle
- Socio-economic circumstances ➤
- Educational background.

Diversity also relates to individual differences. All children are different and their own individuality and uniqueness needs to be respected and valued. Respecting and valuing diversity in the early childhood setting is particularly important, as it is during early childhood that children are becoming aware of differences among people, and begin to develop views about these differences.

- Teachers must be sensitive to students' diverse cultural, community, and family values.

Diversity should be celebrated across all types of differences (e.g., racial/ethnic, gender, religious, intellectual, physical, etc.)

- Diversity is enriching and should be valued as such.

Check your Progress-1

Note : a) Write your answers in the space given below.

b) Compare your answers with the above sub section.

1. What are dimensions for successful inclusion. Explain sense of community and social acceptance as dimension for successful inclusion.

2. MCQ
 - i. The term Inclusion includes;
 - a) Physical integration and Social integration
 - b) Access to normalized educational, recreational, and social activities
 - c) Provide assistance to backward students only
 - d) a and b
 - ii. Which of the following is not a strategy used by teacher to develop sense of belongingness among learners
 - a) Establish a lunch buddy system
 - b) Uniform assessment
 - c) Use cooperative Group learning
 - d) Encourage interaction in classroom
 - iii. Which of following is not a dimension of successful inclusion
 - a) Appreciation to student diversity
 - b) Effective management and instructions

- c) Inflexibility in the curriculum
- d) Personal support and collaboration
- iv. Which factor is important for collaboration?
 - a) Positive attitude of teacher
 - b) Cooperative behaviour of parents and management
 - c) Competency among teacher to create collaborative environment
 - d) All of the above
- v. A positive sense of community can be created by _____
- vi. Essential elements in creating a positive sense of community includes _____, _____ & _____.
- vii. Collaboration is the key for making successful inclusion in the classroom (true/false)

2.4.3 Attention to Curricular Needs

Koga & Hall (2004) define curriculum modification as modified contents, instructions, and/or learning outcomes for diverse student needs. In other words, curriculum modification is not limited to instructional modification or content modification but includes a continuum of a wide range of modified educational components. Reisburg (1990) lists examples of the modifications of content, such as teaching learning strategies, simplifying concepts or reading levels, teaching different sets of knowledge and skills needed by students, and setting up specific objectives and examples of modifications to instructional methods, including reducing distractions, altering the pace of lessons, presenting smaller amounts of work, clarifying directions, and changing input and response modes. Curriculum adaptations may be necessary to remove barriers to learning and participation, For example:

- The level of the content in of the school syllabus

- The outcomes expected from learners
- Equipment and teaching aids used
- Methods used to assess learning outcomes
- Involvement and engagement with families and community.

Remember too that the goal of education is broader than acquisition of knowledge and specific competencies in school subjects. It includes:

- Being able to identify and solve problems using creative thinking
- Collecting, organising and evaluating information
- Collaborating with others in a group or team.

Teachers and schools need to work through when adapting their curriculum for children with special needs.

Good teachers vary their instruction to meet the needs of students.



Some students with disabilities may need substantial curricular modifications. Curricular concerns include:

- Content that is meaningful to students in a current and future sense.

Approaches and materials that work best for students.

2.4.4 Effective Management & Instructions and Personnel Support

Both disabled and non-disabled students learn together in inclusion classrooms. It can be exceptionally difficult for teachers overseeing crowded inclusion classrooms. However, various strategies exist for teachers working with both disabled and non-disabled students in the same classroom.

Understanding the disabilities in an Inclusion Classroom

Teachers knowledgeable about various disabilities can better assist special-

needs children within an inclusion classroom. Since more children are struggling with autism, for example, teachers understanding how to work with autistic children can be more effective when instructing these children. If an autistic child is enrolled in the teacher's class, he or she should meet with the parents to understand the specifics of their child's autism. This information combined with a general knowledge of the disability will enable teachers to be better prepared to handle any problems during the course of classroom instruction. Teachers understanding and knowledgeable about specific disabilities will be able to more effectively manage their classroom.

Using the students to help meet Needs in an Inclusion Classroom

Students within the classroom frequently provide valuable support for teachers overseeing inclusion classrooms. Many teachers have learned that when they utilize non-disabled students in their classrooms they are better able to work with special-needs students. Many times, teachers assign good students to work individually with their special-needs peers. This not only reduces stress, but it also enables the teacher to spend more time working individually with other struggling students. Students also learn how to work in teams. The following are ideas of how students can be used to assist special-needs students:

- A student can remind a student with attention deficit problems to keep a list of upcoming due dates for homework assignments.
- A student can be assigned to teach an autistic student about classroom manners.
- A student with exceptional reading skills can work individually with a student having learning disability.

Additional options for teachers in an Inclusion Classroom

Schools often provide teachers overseeing inclusion classrooms with student aids. However, this is often not available in schools struggling with budget problems. Many teachers can better help special-needs children by altering their teaching styles. For example, teachers with classrooms full of students struggling with attention deficit problems can utilize more learning activities in classroom instruction. This will maintain

the attention of children while they learn. However, teachers altering their teaching styles often must spend more time preparing lessons outside the classroom. It can be very difficult teaching young students while simultaneously having to attend to the needs of special-education children. However, teachers who spend more time outside the classroom preparing lessons and learning about various learning disabilities can successfully manage an inclusion classroom. Effective classroom practices must be conducive to learning. Effective classroom practices include following elements:

- The child should be seated as close as possible to the teachers (no more than three metres away).
- The teachers must make sure to stand or sit facing the pupil.
- Do not cover your face with a book when reading; or talk when writing on the chalkboard.
- Make sure light does not come from behind you, as your face would be in shadow. Work in good light so that the child can see your face, hands or lips.
- Some pupils benefit from seeing both the teacher and their classmates at the same time. They can learn from seeing other pupils responding to the teacher. So position the child in class accordingly or arrange the desks in such a way that it is possible for children to see each other's faces.
- Try to minimise classroom noises. Use a room that is in a quieter part of the school.

Successful classroom management:- Characteristics of successful classroom management includes:

The layout of classrooms can help or hinder children's learning. Perhaps there is not much teachers can do to change their classroom. But here are some ideas :

- Children with special needs need to sit close to the teacher and the chalkboard.
- Try to arrange the room so that children can move freely, especially if some

have mobility or visual problems. Likewise, some children might need extra light while some might have light sensitive eyes.

- The children's desks or tables can be arranged in groups so that they can easily work together and help each other.
- If space permits, try to set aside an area of the classroom so that you can work with certain children on a one-to-one basis or in small groups for short periods.
- Have a variety of activities which children can use if they have completed their work ahead of others. This could include a small library of books, worksheets and games.
- Display charts and posters at children's eye-level rather than high up on the walls. Use large writing, pictures and symbols so that these are easily seen and understood by all children. You can also add different textures and real objects for touching to help children with visual difficulties.
- Children with visual and hearing impairments may find it more difficult to learn if classes are held out-of-doors. Schools may have to arrange for teachers to have suitable rooms if they have such children in their class particularly when they are just starting school.

Effective instructional techniques :

- Daily Review
- Specific Techniques for Presenting New Information
- Guided Practice
- Independent Practice
- Formative Evaluation

Personnel Support & Collaboration

Research indicates that collaboration is the key for making inclusion successful. The collaborative team approach has emerged as a model of addressing the curricular needs of all children, both disabled and non-disabled in the same classroom. Reducing the distinction between pupils with SEN and their peers is an intrinsic tool for inclusive capacity-building (Hwang and Evans 2011, Solis et al.2012) and collaborative practice is an essential criteria. The literature indicates that for pupils with SEN, teacher collaboration can maximise access to a wider range of instructional options and improved academic outcomes. Just as importantly, its participative nature promotes greater interaction with peers, increases confidence and self-esteem and reduces behavioural problems. For teachers, collaboration with colleagues intrinsically strengthens their capacity for inclusion, both encouraging and facilitating an organic process of professional development through sustained access to, and sharing of, knowledge and expertise. Successful teacher collaboration is rooted in the concept of communities of practice where collective learning is encouraged, valued and shared. Following elements play important role in personnel support and collaboration:

➤ **Special education teachers**

Paraeducators (A paraprofessional is a trained aid who can assist the teacher with instructional supports and strategies in the classroom setting. The collaborative team approach is a supportive environment that involves paraprofessionals in the everyday decisions of the special education student.

There are other related service professionals who can contribute in successful inclusion such as:

- speech and language pathologists
occupational and physical therapists
audiologists

Apart from the above given dimensions required for successful inclusion, there are several other dimensions need to be stressed upon for the effective

inclusive excellence i.e. interpersonal awareness, intrapersonal awareness, curricular transformation, pedagogy, inclusive learning environment; physical layout of the classroom, facilitating friendships inclusion, individualized education plan.

Interpersonal Awareness

- Making time to build relationships with your students.
- Learn and use your students' preferred names.
- Learn about who your students are.
- Have students write a short autobiography.
- Have students fill out a questionnaire.
- Assign reflection essays about how they learn.
- Require students to attend office hours.
- Design activities in which students get to know each other and share their own experiences.
- Have students pair up and interview each other.
- Let them get to know you.
- Have students come up with 20 questions to ask you.

Intrapersonal Awareness

Examining the ideas, values, and assumptions that you bring to the classroom.

- Keep an attendance list
- Make sure you stay in contact with students
- Share with students your own background and formative experiences
- Be aware of assumptions you might be making about students, e.g. students will seek help when they are struggling ; Students will come to office hours if

they need to ; Poor writing is a reflection of intellectual ability ; All students from a particular group share the same worldview or have had similar experiences etc.

- Anonymize exams
- Be open to student feedback

Curricular Transformation

How to change your course content to be more inclusive.

- Statement on syllabus about classroom and office as a "safe space"
- Sensitivity/awareness of discomfort that topics could raise--even through analogy
- Diversity of assessments for different learning styles
- Mid-semester evaluations -- opening up dialogue about how class is going, different teaching and learning styles
- Being clear about different skill sets that students need to develop-- understanding that they don't all come to classroom with same skills
- Making class a space where students feel comfortable asking questions

Inclusive Pedagogy

How you organize your class sessions and design in-class activities.

- Assess and meet the needs of students in class
- Introduce diversity in classroom activities, group work- be thoughtful how to choose groups and partners; vary the way you put people into groups
- Vary writing, types of writing assignments
- Introduce varied types of activities in class; varied instructional strategies

- Make sure the central story itself is diverse. Use examples and stories that aren't just from your own cultural experience

Inclusive Learning Environment

Creating a safe and productive climate through your comments and behaviors.

- Collectively agree upon guidelines for having discussions on difficult topics
- During discussion, ask for "other voices" or "new voices" to enter the conversation; do not allow certain students to dominate
- Give exercises where everyone is required to participate
- Assigning roles based on student abilities
- Give exercise assignments that allow students to flexible and relevant to their background and interests
- Liberating structures. Creating discussions that have everyone participate (e.g. pair and share; group discussion)
- Don't force students to share background

Physical Layout of the Classroom

The primary consideration in an inclusive classroom is whether or not all children will be able to access it. Ramps are important for enhancing access not only for the children using wheelchairs but also using walking frames or those with general mobility difficulties. The doors must be wide enough to let the wheelchairs in. For children with visual impairments the doors should either be fully opened or fully closed to ensure that they do not walk in and out of half-opened doors. Other considerations may include arranging the class in such a way to facilitate the children with disabilities to move around easily (Loreman, Deppler& Harvey 2006:178-179).

Facilitating Friendships

School communities focus on social as well as academic outcomes for children. Friendships matter to children, their parents, and teachers because they provide children with the opportunity to develop important skills and attitudes and, perhaps most important, they enhance quality of life for children and their families (Meyer, Park, Grenot-Scheyer, Schwartz, & Harry, 1998). Some of the strategies used to promote friendships include (Soodak 2003); (a) selecting activities that involve cooperation and collaboration rather than competition, (b) creating rituals that involve all members of the class, such as class meetings and friendship circles, (c) using children's literature to promote discussions about friendship and belonging, and (d) setting up classroom rules to encourage respect, such as requiring turn-taking or not permitting any child to be left out.

Check your Progress-2

Note : a) Write your answers in the space given below.

b) Compare your answers with the above sub section.

1. As a teacher how will you give attention to the curricular needs of children for successful inclusion.

2. What are essentials of effective inclusion from the teacher's point of view.

2.5 LET US SUM UP

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. According to Salend (2001), there are four principles of effective inclusion:

1. Effective inclusion improves the educational system for all students by placing them together in general education classrooms-regardless of their learning ability, race, linguistic ability, economic status, gender, learning style, ethnicity, cultural background.
2. Effective inclusion involves sensitivity to and acceptance of individual needs and differences.
3. Effective inclusion requires reflective educators to modify their attitudes, teaching and classroom management practices, and curricula to accommodate individual needs.
4. Effective inclusion is a group effort; it involves collaboration among educators, other professionals, students, families, and community agencies.

Dimensions of successful inclusion includes:

- Promoting sense of community (A positive sense of community can be created by respecting and acknowledging diversity, and encouraging positive relationships between all individuals that are warm, safe and foster feelings of security)
- Social acceptance (the attitudes, prejudices and beliefs of peers without disabilities towards their peers with special needs is seen as an essential factor in their acceptance as friends of students with special needs)
- Appreciation to the student diversity (Inclusion is more than just being culturally inclusive. Inclusive practice involves understanding, respecting, celebrating and honouring differences, and welcoming all children and families into the service)
- Attention to curricular needs
- Effective management & instruction

2.6 LESSON END EXERCISE

1. What do you understand by inclusion. Describe principles of inclusion.
2. Write note on the following dimensions of successful inclusion.
 - a) Sense of Community & social acceptance
 - b) Attention to Curricular needs
3. Give the characteristics of positive relationships that foster a sense of community among learners.
4. Explain the role of para educators in inclusive classroom.
5. Explain the strategies required by the teachers for effective management of classroom with diverse learners.
6. Give any two characteristics of successful classroom management.
7. Explain the concept of inclusion.
8. Explain the principles of effective inclusion.
9. Explain the role of teacher in developing a sense of community among disabled children?
10. Elaborate the various dimensions of successful inclusion.
11. Discuss the elements that play important role in personal support and collaboration.

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**PREPARING TEACHERS AND STUDENTS FOR
INCLUSION AND COLLABORATION WITH FAMILIES OF
STUDENTS WITH DISABILITIES FOR INCLUSION**

3.0 STRUCTURE

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Preparing teachers for inclusion.
- 3.4 Preparing student for inclusion.
- 3.5 Collaboration with families of students with disabilities for inclusion
- 3.6 Successful Collaboration
- 3.7 Barriers in Collaboration
- 3.8 Let Us Sum Up
- 3.9 Lesson End Exercise
- 3.10 Suggested Further Readings

3.1 INTRODUCTION

Inclusive education has been internationally recognized as a philosophy for attaining equity, justice and quality education for all children, especially those who have been traditionally excluded from mainstream education for reasons of disability, ethnicity, gender or other characteristics. There are an estimated 25 million children out of school in India (MHRD 2003 statistics, cited in World Bank, 2004), many of whom are marginalized by factors such as poverty, gender, disability, caste, religion etc. Therefore undoubtedly the idea of inclusive education is certainly highly relevant to our current condition, where differences in religion, faith, gender, ethnicity and ability are often seen as a threat rather than a source of richness and diversity. Inclusive education stands for improvement of schools in all dimensions to address the educational needs of all children. The major support for inclusive education came from the 1994 World conference on Special Needs Education in Salamanca, Spain which emphasized that: Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The urgency to address the needs of learners who are vulnerable to exclusion through responsive educational opportunities was also highlighted at the Dakar (Senegal) World Education forum in April 2000 where in it was emphasized - "The key challenge is to ensure that the broad vision of education for all as an inclusive concept reflected in national government and funding agency policies.

The passage of the landmark legislation, The Persons with Disabilities (PWD) Act, 1995 ushered in a new era for the education of children with disabilities in India. A major emphasis of this law was the inclusion and full participation of students with disabilities in regular schools. It guaranteed non-discrimination and removal of barriers, both physical and psychological, to facilitate the inclusion of students with special needs into regular schools. It urged policy makers, educators, parents and other service providers to consider the premise that special education should be seen not only in the context of separate education but also as an integral part of regular education. It aimed for the infusion of a research-based knowledge of special education and the systematic application of sound instructional practices for the education of students with disabilities who are placed in regular education classrooms. Thus the acceptance

of social justice, equity and school effectiveness reform literature from the west provided a sound rationale for the inclusion of students with disabilities into mainstream education in India.

Despite considerable progress in newly formulated education policies, legislation, regulations and funding to support inclusion, empower parents and make society aware, a number of authors have recently concluded that progress in making schools more inclusive seems to have come to a halt (Ferguson, 2008; Vislie, 2003). Several reasons for this have been discussed, but the overall conclusion is that teachers as key persons in inclusive education hesitate to accept responsibility for students with special needs in their class. Teachers often resist the invitation to develop more inclusive schooling by pointing to a lack of knowledge and limited experience in teaching students with special needs, and by requesting additional training (Florian, 2009; Hamstra, 2004; Jenkins and Ornelles, 2009; Kavale, 2000; Kershner, 2007).

In this lesson , we will discuss on importance and strategies of preparing teachers & students for inclusion. The discussion will also engage you with importance of collaboration with families of student with disabilities so as to promote effective inclusion.

3.2 OBJECTIVES

After going through the lesson, you shall be able to :

- acquire knowledge and skills required as teachers to create inclusive classroom,
- describe the importance of collaboration,
- discuss the plan and procedure of collaborative work for the welfare of disabled children,
- explain the barriers to collaboration, and
- discuss strategies of successful collaboration.

What is Inclusion?

Inclusive means all castes, religions, races, gender, abilities learning and working

together. Inclusion means not only disabled children but also other children in our context amongst the poorer segments of society who face barriers to learning-as the girl child, socially and economically disadvantaged child & the child with disabilities. Inclusive education is about embracing all, making a commitment to do whatever it takes to provide each student in the community - and each citizen in a democracy - an inalienable right to belong, not to be excluded. Inclusion assumes that living and learning together is a better way that benefits everyone, not just children who are labelled as having a difference. Inclusive education implies all young learners, young people-with or without disabilities being able to learn together through access to common pre-schools and schools with an appropriate network of support services.

What is Inclusive Education?

Inclusive Education is about :

- Educating children with and without disabilities together in their neighbourhood school and community.
- All students in general education classes.
- Having instruction in the core curriculum content and participation in extra-curricular activities.
- General and special education teachers' consultation and collaboration to incorporate special supports and services into age-appropriate school and community environments.
- Flexible and individualized decision making about services, supports and locations for instruction.
- Opportunities for building social networks and friendships and having planned and facilitated social network and relationship building.
- Students are active participants and learn from each other.

Why Inclusion?

Separateness in education can generate a feeling of inferiority as to children's status in the community that may affect their hearts and minds in a way unlikely ever to be undone. This sense of inferiority affects the motivation of a child to learn and has a tendency to retard educational and mental development. Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

Inclusion is Different from Integration

Inclusion is viewed as a much broader concept than integration. In an integrated school or classroom, the burden of adaptation to what may be a largely unmodified situation is often placed on the student who learns differently. Inclusion, on the other hand, implies that the diverse needs and learning differences of all students are accommodated and that appropriate structures and arrangements are adopted to enable each student to achieve the maximum benefit from his/her attendance at school. Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. (UNESCO, 1994, section 2). Inclusive education is defined by UNESCO as a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education.

Teachers Need to be Prepared?

In inclusive setup, children with mild or moderate disabilities receive education in mainstream classroom. Their abilities and needs are different as compare to normal students. It is not enough for general teachers to simply know their content area such as language, math, science or social science, but teachers should also be prepared to work with students of all different abilities. So the teacher training institute should

prepare teachers to engage with learner diversity arising from age, gender, sexual orientation, ethnic, cultural, linguistic or religious background, socio-economic status, disability or special educational needs. Inclusive education is a child-focused approach to education that takes into account children's abilities, potential and diverse needs. In this approach teachers require to develop creative strategies that cater to the needs of all students. Because it is a holistic approach to teaching and learning, inclusion requires innovations at different levels of the education system, different activities for different lesson that cater to diverse needs. The inclusive education system requires a more knowledgeable, highly skilled teacher. The most effective way to improve the quality and effectiveness of education programme in inclusive setting is to reach pre-service teachers and teacher educators. There is need for strengthening knowledge, competencies, skills and attitudes of teachers for creating inclusion and learning environment in schools. The effect of knowledge, competencies, skills and attitudinal building develops the awareness among general teachers and comprehensive perspectives of inclusive education as part of their role and responsibilities. So keeping in mind the diverse need of all learner pre-service teacher education must require for preparing all teachers to teach all students.

Competencies Needed for An Inclusive Teacher

- Should have the ability to solve problems.
- Should know about the interest, aptitude and abilities of the disabled children and use them to develop various skills in them.
- Have the ability to set high targets for disabled children.
- Have the ability to provide success experiences to the disabled children.
- Should have the knowledge of special instructional material and how to use them.
- Should be highly patient, welcoming, polite and devoted.
- Should work as team with parents and special educators.
- Keep a record of the child's achievements and failures.

3.3 PREPARING TEACHERS AND STUDENTS FOR INCLUSION

Role of Teachers in inclusive education

Teachers have a critical and decisive role in making the processes of inclusive culture in teaching learning environment. Teachers' attitude and values have a major and everlasting effect on the self-esteem and emotions of learners. All policies and efforts for facilitating inclusive education will not be fruitful if the persons who have major responsibility in implementing inclusive education, i.e. teachers, are not well equipped with certain knowledge, skills and values. National Curriculum Framework for Teacher Education (2009) shed light into this fact; it is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals. The length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills the teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems as also to learners and the level of motivation critically influence the quality of curriculum transaction in the classrooms and thereby pupil learning and the larger processes of social transformation. A positive attitude toward inclusive education by teachers and educational stakeholders, along with other afore mentioned capabilities, deserve primary concern.

In accordance with the policies and recommendation of inclusive education, curriculum, pedagogy and practices of education need to be reformulated for getting the full benefits of inclusive education. In the present scenario, most of the teachers find difficult to identify and respond to the needs and potentialities of various learners in an inspiring and scaffolding manner. Teachers need to realize that diversity in the classroom is a positive opportunity and favorable scope for positive changes. The children are gifted with diversive experiences, knowledge, skills and values those can bring some favorable ingredients to the teaching learning process. Teachers need to use variety of teaching methods, strategies and activities because of the very fact that

children's ways of learning are so diverse due to their hereditary factors, previous experience, background knowledge, and environment and personality characteristics. In other words, teachers need to recognize individual difference and implement teaching methods and strategies in such way to fulfill the diverse needs of all learners. But the teacher is not prepared to meet students diverse needs.

The results of study of Das and Kuyini (2013) showed that nearly seventy percent of the regular school teachers in Delhi had neither received any training in special education nor had experience teaching students with disabilities. It was even more troubling to see that nearly eighty seven percent of the teachers did not have access to support services in their classrooms. It is therefore not surprising to see teachers rating themselves not competent in each of the ten competency categories. Research indicates that negative attitudes of teachers and their lack of skills impede the successful implementation of inclusive education programs (Scruggs & Mastropieri, 1996, Swaroop, 2001).

Preparing Teachers for Inclusion

The inclusive education system requires a more knowledgeable, highly skilled teacher. The most effective way to improve the quality and effectiveness of education programme for inclusive setting is to reach pre-service teachers and teacher educators. There is need for strengthening knowledge, competencies, skills and attitudes of teachers for creating inclusive learning environment in the natural setting. So Pre-service teacher education should provide the knowledge to teachers about the foundational competencies, skill competencies and reflective competencies to meet the unmet challenges of inclusion.

Lack of knowledge is also reflected in teachers' attitudes. A recent international review shows that the majority of teachers hold neutral or negative attitudes towards the inclusion of students with special needs in regular primary education (de Boer, Pijl and Minnaert, 2010). The development of more positive attitudes depends in part on training and on experiences with inclusive education (Avramidis and Kalyva, 2007; Opdal, Wormnaes and Habayeb, 2001). Without training, teachers feel ill prepared, which in turn leads to negative or neutral attitudes towards inclusive schooling, resulting

in certain hesitations to implement it in the classroom . Without positive experiences of inclusive schooling, teachers are unlikely to change their attitudes (Ernst and Rogers, 2009; Guskey, 2002). The question is how to intervene in this 'untrained-negative attitude-no positive experience' cycle.

Recent thinking about solutions has focused on teacher training, and it is argued that improvements to initial teacher training are a prerequisite for inclusive education. However, the implementation of a more inclusive school system cannot depend solely on changes to teacher training. It would roughly take 15-20 years to 'replace' half the teachers lacking real special needs training with new teachers specially trained in inclusive education. Not only would this take too much time, but it is also an illusion to think that 3 or 4 years of initial teacher training can prepare teachers for educating a wide range of students with special needs. This does not mean that teachers do not need additional skills and knowledge in implementing inclusive education. If changing initial teacher training is not a short-term option, then what other options are available?

Check your progress-1

Note : a) Write your answers in the space given below.

b) Compare your answers with the above sub section.

Q) 1. Which factor is not important on the part of teachers to create inclusive classroom settings?

- | | |
|--|--------------------------|
| a). Knowledge | b). Skills |
| c) Positive attitude towards inclusion | d). leadership qualities |

Q) 2. Development of positive attitude towards inclusion among teachers depend upon _____

- | | |
|-------------------|---|
| a). Training | b). Experience with inclusive education |
| c) Age and Gender | d). a & b |

Q) 3. What are three essential components for capacity building in Inclusive

Education?

- | | |
|---------------------------------------|-----------------------------------|
| a). Attitudinal Changes and Awareness | b). Pre-Service Training Programs |
| c) In-Service Training Programs | d). All of the above |

Pre-Service Training

For the successful implementation of inclusion in schools depends upon the teacher's knowledge, skills and competencies necessary to make it work effectively. It is a challenge for both teacher and teacher educator. The pre-service training of teacher require to create a highly skilled manpower to fulfill the need of children with special needs before they get to the classroom, According to Repetto (1995): Teacher education programs must incorporate leadership, public relations, change agent, collaboration, communication, and time management skills into existing programs if future secondary special and regular educators (transition providers) are to be prepared to meet the demands of their jobs and to provide transition services to students to assist them in meeting their futures. One crucial component that should be infused into secondary special and regular teacher education programs is the philosophy that education takes place in all types of settings in and out of school, and that education should be outcome-oriented to the future needs of students in their community and work settings. (p. 136). Preparing teachers for regular class teaching has undergone a major pedagogical shift in recent years. Training institutions are now required to ensure that pre-service teachers are competent to cater for the needs of an increasing range of diverse learners. Our classrooms are diverse in terms of the types of children we teach and the ways the learners learn. Diverse classrooms have benefited for all learners. Children have different experiences, skills, knowledge, value and abilities.

So pre-service teacher education should provide the knowledge to teachers about the foundational competencies, skill competencies and reflective competencies to meet the challenges of inclusion.

Foundational Competencies Towards Proficiency in Teaching

- Understanding the philosophy of inclusive education.
- Understanding of inclusive education policy.
- Understanding the nature of barrier to learning in inclusive classroom.
- Learning styles of all students.
- Nature of diversity in schools and community and
- Participation of all children who are vulnerable to exclusion not just with disabilities.

Essential Practical Competencies in Teaching Process

- Skill to perform the action creating a learning environment.
- Developing appropriate teaching learning material.
- Undertaking analyses of barrier to learning.
- Developing strategies.
- Innovating ways to promoting inclusion in their classroom.
- Participation and drawing on variety of instructional strategies and
- ♦ Assessment techniques.

Reflective Competencies

- ♦ How language, disability, race, gender, geographical locations and other differences impact on learning.
- ♦ Appropriate adaptation to teaching strategies,
- ♦ Maximize participation of all learners and reflective on cultural roots and skills learner bring to the class.

Check your progress-2

Note : a) Write your answers in the space given below.

b) Compare your answers with the above sub section.

Q) 1 Which is not most important factors in achieving high quality educational outcomes?

a). Knowledge b). Skills
c) Positive attitude towards inclusion d). Commitment

Q) 2. In india, which educational body is responsible for planning and coordinating development of teacher education _____

a). NCTE b). NAAC c) UGC d). NCERT

Q) 3. Which teacher training institutions provides in-service teacher training ?

a). NCERT b). Six Regional Institutes of education
c) a & b d). All of the above

Note : a) Write your answers in the space given below.

b) Compare your answers with the above sub section.

Q) 1 Which is not most important factors in achieving high quality educational outcomes?

- a). Knowledge b). Skills
- c) Positive attitude towards inclusion d). Commitment

Q) 2. In india, which educational body is responsible for planning and coordinating development of teacher education _____

- a). NCTE b). NAAC c) UGC d). NCERT

Q) 3. Which teacher training institutions provides in-service teacher training ?

- a). NCERT
b). Six Regional Institutes of education
c) a & b
d). All of the above

Preparing Teachers for Inclusion at Inservice Stage

In-Service Approaches: School-Based Teacher Training

Developing a Network of Key Teachers

Students with disabilities need strong support from their teachers in order to fully participate in disabilities need strong class activities with non-disabled peers. Inclusive education requires that teachers have additional skills support from their to be able to design inclusive lessons with a variety teachers in order to of activities that cater to diverse student needs. In some countries, classroom teachers are supported by a network of inclusive education coordinators, whose only job is to provide special support to both classroom teachers and students with disabilities. They collaborate with regular school staff to provide technical counseling in lesson planning and provide

direct support to students and teachers as well. However, in many developing countries, this support model is not in place due to lack of funding and appropriately trained personnel. Therefore, it is necessary to explore local adaptations and devise more feasible ways of providing support to classroom teachers and students with disabilities.

What do key teachers do?

Key teachers are the core human resource for inclusive education implementation in the field. Once trained, key teachers are usually assigned to a group of three to five neighboring schools, which they visit on a rotational basis. Their visits usually coincide with the school's regularly scheduled meetings. These meetings take place in the school once a week, usually for one or two hours. Duties of key teachers may vary according to country context and local needs, but fall into the following general categories:

Planning

- Assist in development of annual plans for inclusive education implementation at school, district and provincial levels.

Monitoring and Reporting

- Conduct field visits to monitor the implementation of inclusive education at the school level, including tracking the progress of students with disabilities, observing lessons and providing feedback to teachers.
- Write reports summarizing the results of field visits, which are then sent to the project office as well as to district and provincial offices of education.
- Make prompt recommendations to improve the learning results of children with disabilities.

Capacity Building

- Replicate training received from external experts on inclusive education knowledge and skills for the benefit of classroom teachers.

- Organize thematic workshops for classroom teachers on teaching children with specific disabilities.
- Create opportunities for teachers to share their experiences in teaching inclusive classes.
- Coach classroom teachers on an individual or group basis when needed on specific topics or skills.

Technical Advice and Counselling

- Provide technical advice to school principals for inclusive education implementation.
- Provide counselling and advice to teachers on the progress of children with disabilities in their classes.
- Provide counselling and advice to parents of children with disabilities.

3.4 PREPARING STUDENTS FOR INCLUSION

Inclusive education is useful both for students with and without disabilities. In this learning environment, the learning needs of all the students are met. It opens up opportunities for better interaction between normal and children with special needs, increased parental participation and collaboration between school and community. Students get better understanding and acceptance of diversity and develop bonding and friendship.

Despite numerous benefits, inclusion still offers many challenges to the teachers. Below are mentioned certain strategies which you as a teacher can use for preparing students, both normal and disabled for effective inclusion.

- Classroom should be made physically favourable for all students. All barriers that hinder the movement of student from one place to another be removed.
- Students with disabilities should be made to sit in the middle of the other students. The child who uses the wheelchair should not be made to sit at the

edge of the group.

- Children without disabilities should be persuaded to interact and develop friendly relations with students who have disabilities. Students can be facilitated to find mutual areas to interact with one another as friends.
- All Students may be given best possible medium for interaction and conversation. Students who have difficulty in communicating with peers can be provided with other modes to speak about themselves. The students can use pictures as a mode of communication.
- Students with and without disabilities can be paired to carry out academic activities and co-curricular activities. This way they can help one another for accomplishing the task in hand.
- Make sure that all children in the class are treated with love and care. As a teacher, you should use variety of methods for instruction like use of lecture, pictures, models and experiential learning whenever possible.
- The activities for learning should be as per the stage of growth & development of both normal and children with disabilities. These should be suitably tailored to meet the behavioural, social and learning needs of all types of students.
- Diversity in the classroom should be respected. All students should be treated with love and respect.
- Characteristics of disability of a student can be explained to the normal children in the classroom. Students should be encouraged to ask questions about differences among them and disabled children.
- Children without disability be made to appreciate the differences between them and disabled children.
- Teacher should communicate at regular intervals with parents and other special education professionals for planning effective learning experiences for both students with and without disabilities. Teacher should realize that preparation

and planning to effectively teach in inclusive classroom not only rests in the hands of the teachers but the parents and community as well. Teacher should meet with parents to gather information about strengths & weaknesses of students with special needs, areas of their development and what works at home.

3.5 COLLABORATION WITH FAMILIES OF STUDENTS WITH DISABILITIES FOR INCLUSION

The successful inclusive classroom requires collaborative interaction between teachers and parents. Perhaps, the process of collaboration itself reflects what inclusion is all about. Differences can be a strength in the creative process when they are collectively focused to accomplish a singular mission or goal. The diversity and difference of each individual in a collaborative team results in a creative synergy that could not be achieved by members individually. Teacher-parent collaboration provides the pathway to successful achievement of inclusive classrooms.

Meaning of Collaboration

Collaboration as a process of two or more parties working together hand in hand to achieve a common objective and goal. Effective collaboration is based on all parties' efforts in pursuit of similar goals. Collaboration is important for a reflection of practices and exchange of knowledge. Teachers face great challenges and often find it difficult to effectively meet the needs of all students (Narinasamy and Mamat, 2013). The creation of effective inclusive schools requires a combination of teachers' and parents' knowledge and skills on instructional strategies and assessment practices.

Importance of Collaboration

The Education for All Handicapped Children Act (EAHCA, 1975); the Education of the Handicapped Act Amendments (EHAA, 1986), and the Individuals with Disabilities Education Act Amendments (IDEA, 1997), recognize teacher-parent collaboration as an essential component in effective special educational practices. The underlying assumption of such partnerships is that teachers and parents should work together to provide the child with the best education possible.

Studies suggest that teacher-parent collaboration is essential for teachers and parents to consult, undertake joint efforts and share information in providing efficient and meaningful education for students with SEN (Christenson & Sheridan, 2001; Hendersen & Mapp, 2002). Teachers and parents need to collaborate to identify what areas of students' development need attention and determine together appropriate goals and objectives to achieve (Carlisle, Stanley, & Kemple, 2005; Epstein, 2001).

Research shows that teachers and parents need to collaborate to adjust more effectively to their responsibilities, their roles and their actions to continuously improve students' developmental outcomes (Bateman & Herr, 2006). Welch and Sheridan (1995) add that parents and teachers in collaborative relationships depend on one another equally and reciprocally. The process of "coming together" in education requires a re-evaluation and recreation of roles, responsibilities, and relationships. Teachers and parents need to recognize their shared interests and responsibilities for the student, and work collaboratively to create better opportunities for the student (Epstein, 1995).

Creating a Culture of Collaboration

Involving parents and the community is an important principle of quality, both in and out of the classroom. It is even more relevant in the case of inclusive education, which is much broader than formal education and should not only take place within the four walls of a classroom. Parents' collaboration is not only of benefit for children, there are also possible gains for all parties, for instance:

- Educators acquire a better understanding of families' culture and diversity, feel more comfortable at work and improve their morale.
- Schools, by involving parents and the community, tend to establish better reputations in the community. Creating a climate and sustaining a culture of collaboration is a challenge for schools. But it is one that pays large dividends through time.
- The first step for families to become involved in a collaborative way with schools is to promote a social and educational atmosphere where parents feel

welcomed, respected, trusted, heard and needed. School-family partnerships are much more effective when (a) active policies are provided as a guide for families to become involved and (b) both educators and families understand and respect each other's roles.

- The UN Convention on the Rights of Persons with Disabilities (CRPD) recognizes the role of families in promoting the right of people with disabilities: "Convinced that the family is the natural and fundamental group unit of society and is entitled to protection by society and the state, and that persons with disabilities and their family members should receive the necessary protection and assistance to enable families to contribute towards the full and equal enjoyment of the rights of persons with disabilities".
- On the basis of the CRPD recommendations from international bodies, research has stressed the importance of families and community groups playing an active role in advocating the elimination of legislative or constitutional barriers to education for children and adults with disabilities, as well as advancing changes in policy and legislation for inclusive education.

3.6 SUCCESSFUL COLLABORATION

- The key is for education stakeholders to consult parents in order to have a comprehensive understanding of individual students' learning styles. Stakeholders must be prepared to consider viewpoints and concerns and share in the decision-making.
- Identifying emerging opportunities for family and community engagement is key to successful collaboration. Schools and educators must be aware and prepared for such possibilities.
- Teacher willingness to welcome parental support in the classroom will help to manage classroom logistics and resolve issues that arise from individual needs.
- Regularly scheduled meetings outside the classroom between educators, administrators and parents can facilitate clearer communication and problem-

solving.

- Where to Start Strategies and opportunities for involving parents and communities in support of inclusive education should be identified locally and developed within existing programmes and taking advantage of existing capacities and assets. However, being aware of the most effective entry points and successful experiences worldwide can help build a suitable foundation for effective partnerships with families, communities and social organizations and networks.
- Families of children with disabilities can often provide useful advice for curriculum adaptations and teaching methods, as they often know best what the functional limitations as well as strengths of their children are.
- Civil-society organizations can play a key role in creating greater demand and capacity for inclusive education. Families of children with disabilities need training, support and empowerment to overcome the 'special education paradigm' and play an active role in promoting their children's right to education. Civil-society organizations can play an important part in achieving this goal and developing a critical mass that creates awareness and advocates for inclusion. By organizing seminars, trainings and disseminating information, NGOs can support parents and children with: information on their legal rights both the commitments governments have made under international law, as well as national legislation and regulations, Information on what services are available and how to access them, Information on where and how decisions affecting their education are made, and how to advocate, lobby and influence local and national political agendas, support to report and respond to violations.

3.7 BARRIERS IN COLLABORATION

Some typical examples of barriers to collaboration include:

- Policies exist but they are not actually enforced.
- People say that collaboration is good but they are not fully prepared to put it

into practice.

- Policies exist but resources are not available to support their implementation.
- Educators feel reluctant to involve parents in making decisions on educational issues.
- Parents are only invited to come to school when there are problems in relation to their child. As a result, receiving an invitation to attend a school meeting has a negative connotation and makes parents reluctant to attend.

Check your progress-3

Note : a) Write your answers in the space given below.

b) Compare your answers with the above sub section.

Q) 1. Which Acts pay the emphasis on teacher and parents collaboration for effective inclusion?

- a) EAHCA (1975), RTE(2010), DPEP (1994)
- b) EAHCA(1975), EHAA(1986), IDEA (1997)
- c) EAHCA (1975), EHAA(1986), RTE(2010)
- d) EHAA(1986), RTE(2010), IDEA(1997)

Q) 2. Which key concepts are used to determine the success of Inclusive Education?

- a) aim toward common goals
- b) being responsible in decision making
- c) ability to work together
- d) All of these

Q) 3. Which is not the principle of collaboration?

- a) collaborative leadership

- b) democratic decision making
 - c) conflict-resolution
 - d) attitude to do independent work
- Q)4. Differences in religion, faith, gender, ethnicity and ability in India are often seen as _____
- a). Threat
 - b). Source of Richness
 - c) Source of Diversity
 - d). All of these
- Q) 5. Physical placement of students with disabilities into mainstream schools without any change in the school is called _____
- a).Special Education
 - b).Inclusive Education
 - c) Integrated Education
 - d). General Education
- Q) 6. Negative attitudes of parents towards inclusion is developed due to _____
- a). Lack of awareness of their children's rights
 - b). Fear of stigmatization
 - c) Lack of placement options near to home
 - d). Poverty

3.8 LET US SUM UP

Teacher's abilities and attitudes is a major limitation for inclusive education. The training of the staff at all levels is often not adequate. Where there is training, it often tends to be fragmented, uncoordinated and inadequate. Greater focus on teacher education and compulsory modules on teaching, assessing and guiding students related to inclusive classrooms is required. The emphasis of the B.Ed. curriculum is more on theory of Inclusive education, thus making the teaching incomplete and inadequate.

Moreover, to a great extent, the curriculum does not integrate theory with skill-building, through practicum. There is a need to strengthen and modify the existing B.Ed. curriculum of inclusive education focusing on practical part. Moreover, during in-service training programmes, all the teachers must share their experiences related to solution of the problem of disabled students. Teachers also need to develop positive attitude among normal students towards inclusion of disabled students in normal classroom. This lesson has explored how far collaboration as a creative partnership can be used by teachers and parents to achieve inclusion within a regular classroom. It also examined teachers and parents: (a) understanding about special educational needs; (b) willingness to communicate in matters pertaining to special educational needs; (c) their perceived roles in implementing special educational needs; and (d) expectations of each other's role in implementing special educational needs.

3.9 LESSON END EXERCISE

Short Answer Type Questions

- Q) 1. Define the term Inclusion.
- Q) 2. What is meaning of Inclusive Education?
- Q) 3. How is the inclusion different from Integration?
- Q) 4. Discuss practical and reflective competencies required to teach in inclusive classroom.
- Q) 5. What do you mean by key teachers in inclusive education?

Long Answer Type Questions

- Q) 1. Explain the meaning of Inclusion and Inclusive education.
- Q) 2. Explain three Essential Components for Capacity Building among teachers in Inclusive Education.
- Q) 3. Explain the duties of key teachers in detail.
- Q) 4. Explain how the preservice teacher preparation programme in India can

prepare teachers for inclusive education.

Q) 5. Discuss the barriers which comes in between teacher and parent collaboration.

Q) 6. Explain the strategies the teacher can adopt for preparing students for inclusion.

3.10 SUGGESTED FURTHER READINGS

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SPECIAL EDUCATION

4.0 STRUCTURE

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Concept of Special Education
- 4.4 Objectives of Special Education
- 4.5 History of Special Education
- 4.6 Need of Special Education
- 4.7 Let Us Sum Up
- 4.8 Lesson End Exercise
- 4.9 Suggested Further Readings

4.1 INTRODUCTION

Students, in unit-I of the study material you have studied about the meaning and importance of inclusive education. You came to know about various inclusive education programmes and barriers in the way of inclusion of children with special needs in the regular classrooms. In this unit, you also studied different dimensions for successful implementation of inclusion. You also came to know about the importance of preparing teachers for inclusive education and need of collaboration between school and families of students with special needs for making inclusion of such children possible in regular schools. In this lesson, we will discuss about special education.

4.2 OBJECTIVES

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

- elaborate the concept of special education,
- describe objectives of special education,
- explain need for special education, and
- discuss special education in its historical perspective.

4.3 CONCEPT OF SPECIAL EDUCATION

The very term 'Special Education' includes all aspects of education which are applied to exceptional children-physically and mentally disabled, gifted children, delinquent and emotionally disturbed children, backward children and children with learning disabilities. Special education refers to those aspects or programme of education which assist children with special needs to develop fully their potentialities which include providing special training, special equipments, special materials and special curriculum, trained professionals and special infrastructure facilities. These programmes are designed to suit the needs, interests, abilities, aptitudes and level of attainment of children with special needs.

For example

1. Visually handicapped children may require reading materials in large print or Braille.
2. Hearing impaired children may require hearing aid, auditory training, lip reading etc.
3. Orthopedically handicapped children may require wheel chairs and removal of architectural barriers.
4. Mentally retarded children may need skill training, related services such as special transportation, medical and psychological assessment, physical and occupational therapy and counseling.

Special education in its simple meaning, stands for a type of education that is quite specific and special in nature, designed for meeting the needs of special children. The below given definitions will make you to understand the concept of special education in a better way.

Kirk and Gallagher (1986): "When youngsters in the same class room are remarkably different, it is difficult for the teacher to help them reach their educational potential without some kind of assistance. The help that the schools devise for children who differ significantly from the norm is called special education" (p.36).

Ysseldyke and Algozzine (1990): "Special education is the instruction designed for students with special learning needs. Some of these students have difficulty in learning in the regular classrooms; they need special education to function in school. Others generally do well in regular classrooms; they need special education to help them master additional skills to reach their full potential. In short, special education is evidence of society's willingness to recognize and respond to the individual needs of students and the limits of regular school programmes to accommodate these needs" (p.9).

Nature of special education

The definitions given above make us to draw following conclusions about the nature of special education.

- Special education is meant for meeting the special needs and requirements of special children.
- It is diagnostic in nature in the sense that it focuses on the need of diagnosing and identifying the nature and degree of the deviations of the children from their normal peers. Consequent to that it categorizes the special children into one or the other type of exceptionality for providing special care and education.
- It aims to provide a purposeful intervention to meet the special needs of children with regard to learning and maximum development.

Special education is specific and specialized in nature. It requires special teachers, special students, special methods, aids and special learning environment for making the special students learn.

- Special education is highly individualized. It attends to the special characteristics of an individual child and helps him to develop his potentiality to the maximum.
- Special education is intensive in nature that all round total efforts are done at a quite intensive level for addressing the individualized specific needs of the exceptional children.
- Special education is goal directed. It always carries purposeful instructions and well planned learning experiences to the children to help them in the realization of their needs and attaining maximum adjustment and progress.
- . Special education is research oriented and experimental in character. The everlasting theory and practice of special education is backed by active research and experimentation.
- . Special education is technical to some extent. It utilizes specialized techniques, methods, materials, aids and equipments for providing needed special education

to the children with special needs.

To state precisely, special education is that specifically planned and organized education that is imparted in a special way to all types of special children in tune with their special needs for helping them to develop their potentialities and adjust with themselves and society as effectively as possible.

4.4 OBJECTIVES OF SPECIAL EDUCATION

Besides having same objectives as those of regular education, special education has certain special objectives such as the following:

To help special children to attain all-round development in their personality.

To facilitate special children in actualizing their abilities and capabilities to the maximum extent possible.

- . To help the special children to find out and accept themselves with their deficiencies or diverse capacities in one or the other aspects of their personality.
- . To arrange for the guidance services of the parents with a purpose to seek their cooperation in the education and overall adjustment of the special children.
- . To facilitate special children in their adjustment to their self and the environment.
- To assist the special children to learn and acquire necessary skills for their self-management, independent living and for leading effective life.
- . To facilitate special children to acquire necessary social skills, emotional maturity to live and participate in school, home and community life in an efficient manner.
- To help special children in receiving instructions and learning experiences in accordance with their learning abilities and specific individual traits.
- . To assist the children with special needs in seeking their integration into the mainstream by providing them the least restrictive environment for their educational placement.

To assist the special need children in acquiring learning experiences and training by the use of materials, methods, techniques, aids and equipment, assistive devices, etc. as per tune with the nature of their special needs.

- . To facilitate special needs children in receiving suitable, educational, personal and vocational guidance for their adequate adjustment, development and education.
 - To assist the children with special needs in getting their special needs and problems addressed through the direct, indirect and support services of special human resources like special education teachers, special education experts, psychologists, therapists, medical professionals, speech and language pathologists, social workers, etc.
 - . To recognize and respond to all learners with special needs and attributes, i.e. the gifted, the pre-schoolers with a handicap, children at risk and adult disabled.
- To make early intervention programmes of preventive, remedial or compensatory nature available to ~~h~~➤ exceptional children.
- To bring change in the attitude of the society towards special needs children in accepting the children with special needs and identifying their needs.
 - . To make use of contribution of children with special needs for the development of country and in turn increase their self-concept and status in society.

Check Your Progress -1

Note: (a) Space is given below for your answers

(b) Check your answers with the above sub-section.

- (i) Explain briefly the concept of special education.

(ii) List any five objectives of special education.

4.5 HISTORY OF SPECIAL EDUCATION

There have always been exceptional children, but there have not always been special educational services to meet their needs. The historical roots of special education are found in Europe and America primarily in the 19th century. In ancient civilization handicapped children were either killed or subjected to abuse and neglect. Prior to the 19th century there were isolated instances of acceptance, kindly care, and education of disabled children.

Systematic efforts to provide special education to handicapped children started in the 19th century in Europe and America. Most of the originators of special education were European physicians. It is a fact that the European physicians were initially concerned about the education of mentally retarded children. Similarly much of the initial work in the field of special education in America centered around deaf and blind children.

Many European and American physicians and educators contributed greatly to the development of special education.

The history of special education can be traced as follows:

The Era of Isolated Settings (Special Schools) :

The Renaissance movement originated from Italy in 16th century and then spread throughout the western world in 17th century. It brought a new era of hope to the disabled population. Contrary to inhuman approach adopted in the past, this movement believed in the capacities of the disabled.

Later on, this work was taken ahead in the mid of 18th century through the ideas propagated by an intellectual movement known as enlightenment. The main propagators of this movement like Rousseau, Condillac and especially Diderot, provided

essential theoretical grounds for the action oriented work of many pioneers in the field of special education related to various group of disabilities like hearing, visual and mental retardation. As a major contribution of both these Renaissance and enlightenment movements, it began to be well realized that disabled persons could learn and achieve. As a result, effective procedures in term of providing special education in the segregated settings were devised all over Europe, USA and Canada for the education and training of the diversified disabled population. The decision for establishing separate schools was taken mainly on two grounds. (i) The need and problems of disabled children are quite different from the normal children, they need specialized settings and special education and provision for their proper progress and adjustment. It can only be possible through establishing the specialized schools meant for each of the specific categories of the disabled. (ii) The segregation was also planned for keeping the non-disabled away from the negative influence of the disabled. As a result by the close of 18th century, special education was accepted as a branch of education and separate schools were established for the education and training of the diversified groups of disabled children all over the Europe including Canada and USA. The major breakthrough related to the various types of disabilities in this direction may be summarized as follows :

Special Education for deaf

It was the deaf children whose education caught the earliest attention of the special education scholars and it was Spain where such seeds were first authentically known to grow. Pedro Ponce de Leon (1520-1584), a Spanish monk and scholar employing his own devised methods, established in Spain a school for the deaf children of noble families. This was the first attempt of its own kind for the education of the exceptional/ special children and it is why Ponce de Leon is regarded as the first known successful special educator of the modern world and the year 1578, the year of the birth of special education in the true sense.

Later on, Jean Pablo Bonet (1579-1629) of Spain advanced the efforts of Ponce where he published the first practical treatise on the art of teaching deaf. Ponce was known to use conventional signs instead of finger spelling or lip reading, Bonet

added a manual component, employing a methodology that incorporated a hand alphabet, signs, writing speech and a stress on lip reading.

Bonet's work in Spain with the deaf, brought a wave of inspiration to the British Scholar in their efforts with the teaching of the deaf persons. Bonet in his methodology was known to give emphasis on teaching deaf mutes to speak. Consequently the educationists in Britain, focused on the primacy of speech for the education of the deaf children. Thomas Braidwood (1715-1806), became the founder special educationist in Britain. He established in 1760 a special school for the deaf students in Edinburg. As a known advocate of oral approach, he was of the opinion that sign language was quite dehumanizing and therefore he focused on the primacy of speech in the education of the deaf children. Following his foot prints, Samuel Heinicke in 1778, developed the oral method emphasizing lip reading and speaking skills in Germany.

France was influenced with the waves of humanizing the educational efforts of the disabled children. Inspired by the efforts of their counterparts in Spain and Britain, separate special schools were also established in France for the deaf. As a result, in 1745, Jacob Rodrigue Pereire came forward in taking charges of selected groups of deaf students for experimenting their own method of teaching. Inspired by such efforts another educationist Abbe Charles Michel De l'Epoes (1712-1789) founded the first special school for deaf children in Paris in 1760. These initiations in the education of the deaf children were further strengthened by other contemporary educationists like Abroise Sicard (1742-1822) who is known for developing sign language for the education and training of the hearing disabled.

In USA also the deaf students were the first to receive special education. The arrival of John Braidwood in 1812 opened a significant chapter in the education of deaf children in USA. He ventured to collect a few children and opened a short-lived school for the deaf children in New York. This school paved the way for the establishment of New York Institution of the Deaf and Dumb in 1818. Another great teacher and educationist who contributed significantly in the development of deaf education in USA was Gallaudet (1787-1851). The credit for the establishment of the

first school of the deaf in USA in 1817 goes to him. The school established by him is today known as the American school for the Deaf. Two other great personalities who contributed remarkably in the development of deaf education in USA were the well-known inventor Alexander Graham Bell (1817-1922) and the deaf educator Helen Keller (1880-1987). Through his tireless inventive efforts in 1886, Graham Bell came forward to use an audiometer for testing school children in Washington and New York as a beginning step for mechanical assessment of hearing. Helen Keller contributed significantly to the development of oral methods for the teaching of deaf and blind children due to her strong opinion that the ability to speak offers a richer means of communication.

In the later years of the development of special education worldwide, the educators were almost engaged in the oral versus manual debate in the instruction of deaf children. However a number of educationists now have started to make use of a method of 'total communication' a blend of oral and manual sign language. USA is known for taking initiative in this direction as right from the 1970s, majority of deaf education programs in USA are making use of the total communication approach. The same trend is also visible in most of the countries of the world.

Special Education for blind

In the history of special education, the other category which captured the attention for the establishment of special schools after deaf was that of blind children. Credit for taking initiation in this direction goes to France. In 1784 Valentine Haüy, established first school for blind in Paris. As a founder educationist in blind education, his curriculum included reading and writing, music and vocational skills. He made use of embossed Roman characters for enabling the blind to read. He used a type of raised print. Later on following his steps other educationists used letters cut out of wooden blocks or cardboard. However, with the passage of time it was felt that raised line was not easy to ready to touch. The solution of this major problem emerged through a bright 11 years student of the first school of blind in Paris named Louis Braille. In 1829, he invented the Braille system, the backbone of the education of the blinds in the whole world.

Taking inspiration from the pioneer efforts of Valentine Haüy, a number of institutes for blind children were then founded in France, Britain and the other countries of the western world including USA. In this connection, the first British school for the blind children was established in Liverpool in 1791 by Edward Rushton, a blind poet. The curriculum followed in his school was totally focused on trade skill and learning of music capable of making the blind children to earn their living and respect in the society. No intellectual or academic learning was provided in his school. London School for the Blind established in 1799 also followed the same curriculum.

In USA, the initiation in this direction came from Samuel Gridley Howe (1801-1876) who established the Perkins school for the blind in 1812. The special education personalities like Anne Sullivan and Helen Keller have been the famous pupils of this institution.

The another significant landmark in the education of the blind children came from the development of the Snellen Chart by Herman Snellen, a Dutch ophthalmologist in 1862. The chart provided a fast, standardized test of visual acuity and a good visual screening tool. Similarly, other inventions and technological advancement like production of talking books and other materials for the blind on long playing records, in 1934; printing of large type of books and development of the Perkins Braille in 1947, invention of the mega scope to project and magnify printing material in 1953 and development of the laser cane for use by the blind in 1966, the development of talking text writer in 1987 along with the services of computers available nowadays for converting Braille text to normal text and its audio translation and vice-versa have gone a long way to improve the quality of special education services to the visually impaired children.

Special education for mentally retarded

Attempts in the direction of providing special education to the mentally retarded are said to be initiated in 1800 by a French Dr. Jean Marc Gaspard Itard (1775-1850), who tried to teach a severely retarded child (named him 'Victor') who was seen running naked with the wolves in the forest of Aveyron (France). He later on recorded his experiences through a book entitled 'The Wild Boy of Aveyron'. On

account of his pioneer work Itard is well known as the father of special education to the mentally retarded. Itard's approach to rehabilitation -education through specific sensory motor exercises gained breadth and momentum in the hands of his associates Dr. Edouard Seguin (1812-1880). Dr. Seguin in association with his contemporary educator Esquirol in 1830 opened a private school for mentally retarded children and there he practiced his methodology of training encompassing three main components: motor and sensory physical training, intellectual training including academic and speech techniques, and moral training or socialization applicable to all retarded children regardless of the level of retardation.

Influenced by Seguin's ideas in the beginning of 20th century, Maria Montessori (1870-1951) in Italy and Ovide Decroly (1871-1932) in Belgium, opened new educational avenues to the mentally retarded by advocating the Seguin's ideas that mental retardation was an educational not a medical problem. (Montessori, 1912).

Britain also got influenced by the waves of reforms running across Europe in providing education to the mentally retarded. In 1846 a school was opened in Bath for the education of the mentally retarded children. Later on, it was followed by a number of such institutions country wide.

In USA, the efforts for the mentally retarded children were actually initiated by the famous educationists Dr. Seguin an immigrant from France in the year 1848. He along with Dr. Samuel Gridley Howe a special education pioneer, has been in fact responsible for the initiation and development of special education efforts in many states of the USA. With such initiation in 1848, Howe established his experimental school for the feeble minded in Massachussts. After that in 1850, the Massachussts' School of Idiotic and Feeble minded children was permanently established by the State legislature and in 1854, New York state funded the state's first school for mentally retarded children.

In the later nineteenth century in USA, one important institution in the name of New Jersey training school for feeble minded boys and girls was established. This school did a commendable work in providing example and leadership especially in teacher training in the field of education for mentally retarded. The educationists and

special education teachers like Henry Herbert Godard and Edgar A. Doll were included in its staff. Among its various contribution to special education was the very important Vineland Social Maturity Scale, the first measurement of adaptive behavior for the identification of mentally retarded (Winzer, 1993).

The Era of Special Classes

With the beginning of twentieth century, there began a new era in the history of the education for exceptional/disabled in the shape of moving from the isolated settings of special schools to the segregated settings of the special classes within the normal/regular schools. It was the result of a new wave of humanism, coupled with the increasing demands of equality of educational opportunities to all children irrespective of their disabilities in the regular schools run by the government or funded and supported by the public money.

Moreover, the evolving of certain new categories of the exceptional children, like children with emotional disturbance and learning disabilities also made the state authorities and public to think for the education of such children since no special schools were available for the education of these newly disabled/defined categories of exceptional children. The best alternative for their education was then the regular schools.

As a result of the reasons cited before, there started the placement of exceptional students from special schools to the regular general schools right from the beginning of the 20th century. By the year 1910, in many western countries, including USA, it took the shape of permanent segregated classes for the disabled students in the regular schools (run of funded by the government).

The Era of Inclusive Settings-Regular Classes

The era of inclusive settings, i.e. educating all types of children whether exceptional or normal together in the regular classes of the mainstream schools, represents the modern era and latest development in the history of special education. The beginning of this era may be traced as back as 1970s. Many of the educationists, teachers and parents were found to air their views against the segregated classes

operating within the regular schools.

➤ They were of the opinion that special classes for the exceptional children are responsible for promoting segregation much in the same way as happens in the case of educating them in the special schools. Moreover, children enrolled in the special classes are not able to escape the social stigma.

➤ Besides, in special classes, the children have no role models for learning and developing desired social and other adjustment behaviour needed for living a life in the community settings. Special classes encourage normal disability culture and are not helpful in bringing desirable changes in the behaviour of children towards children with special needs.

Apart from such dissatisfaction with the continuation of special classes in the regular schools, a new wave of change in the name of upholding human rights, providing equity and equality of educational opportunities to all children, gave birth to a strong build up in favor of inclusion, i.e. the placement of exceptional children in regular classrooms without discrimination of any sort.

Internationally the move towards inclusion was strengthened by a number of initiatives taken world wide under the leadership of world bodies like UNO and World Bank. The special mention may be made of the following in this direction.

- i) Derived from the Universal declaration of Human Rights (1949) and the UN convention on the rights of the child (1989), UNESCO claimed that being included within mainstream education is a basic human right.
- ii) The World conference on Education For All (EFA) held at Jomtien, Thailand, in March 1990, arrived on the fundamental principle that all should have the opportunity to learn. Children and adults with disabilities do have the opportunity to learn. Children and adults with disabilities do have the right to education, and have the right to be part of the mainstream education system.
- iii) The World Conference on special needs education organized by the Government of Spain in cooperation with UNESCO held in Salamanca in

June 1994 adopted a framework for action on special needs education by clearly declaring that "education policies at all levels, from the national to the local, should stipulate that a child with disability should attend the neighbourhood school, that is the school that would be attended if the child did not have a disability".

Influenced by the wave of change in their democratic set-up or through the impact of the world bodies many countries of the world have come up with necessary legislative initiative in making inclusive education as a basic policy of their educational system. USA has been the first country in 1975, to come up with a legislative step for the implementation of the inclusion as a policy in all the states of USA through its Education for All Handicapped Children Act (PL-94-192) now known as "The individuals with Disabilities Education Act (IDEA)."

Other nations including India, have also takes legislative initiative for making education possible for all children including the disabled in the schools of their countries. At the World forum, "Universal Primary Education by the year 2015" has been accepted as one of the Millennium Development Goals by the countries of the world. It has been observed that it would be impossible to attain this goal without the inclusion of disabled children.

Further International Bank by both the World Bank and Organization for Economic Cooperation and Development (OECD) has also shown that it is far more expensive to operate dual system of ordinary and special education than it is to operate a single inclusive system.

Going by the description given in the preceeding pages, we can conclude that the education and care of disabled children all over the world has passed through many significant phases from the era of isolated institution or special schools settings or segregated classroom settings to the present era of inclusion of children with special needs in the regular classroom.

The Indian Scenario

For a broad understanding of the status of special education in India, we can

divide the period into two parts:

1. Pre-Independence Era
2. Post-Independence Era

Pre-Independence Era

The pattern of special school education followed at present in our country owes its origin to the work done by the Christian missionaries and other charitable organizations of the country. These following establishments may be mentioned specially for this purpose.

- i) The first school meant for the special education of the deaf was established in Bombay in 1883.
- ii) The first school for the blind was started at Amritsar in 1887.
- iii) The first school for blind and deaf was started at Mysore in 1901.
- iv) In 1906, the first Government school "The Emerson Institute for the Blind" was started at Lahore in 1906.
- v) Although the facilities in the form of psycho-medical treatment were available at Ranchi from 1934, yet the first home for the mentally retarded came up at Bombay in 1941.
- vi) In this way, there were quite a sporadic and scattered efforts in the direction of education for the disabled children. In real sense, however, under the colonial rule, India had a very marginal and insignificant provisions for the education of disabled. When India got independence in 1947, we had only 34 institutions for the deaf, 32 for the blind and 3 for the mentally retarded.

4.5.1 Overview of Post-Independence Era

The Kothari Commission :- In 1964, the Kothari commission was the first commission which brought up the issue of education of children with special needs. It says that education to handicapped children should not only be provided on the

humanitarian ground but it should have some utility so that education can help them overcome their disability and makes them a useful citizen of the society.

The Integrated Education of Disabled Children Scheme (IEDC):- The Ministry of Welfare created the IEDC in 1974. It was implemented through the state governments, autonomous organizations, voluntary agencies and central government who provided 100% financial assistance to these implementing agencies. The scheme had following objectives:-

- To provide educational opportunities for disabled children in general schools and to facilitate their retention in the school system.
- To facilitate the integration of children from special schools into general schools, as they acquire the skills of communication and daily living at the functional level. Financial support for books, school uniforms, stationary, transport, reader's allowance for visually disabled, hostel allowance, equipment cost etc is provided to children with disabilities through this program.

The benefits provided to them are as follows:-

- Actual expenses on books and stationary up to Rs 400 yearly.
- Actual expenses on uniform up to Rs 200 yearly.
- Transport allowance up to Rs 500 per month, except when the child is admitted to the hostel.
- Readers allowance of Rs 50 per month in case of blind children after class V.
- Escort allowance of Rs 75 per month for severely disabled.
- The actual cost of equipment up to a maximum of Rs 2,000 per student for a period of 5 years.

National Policy on Education and Its Plan of Action (1986):- In 1986, NPE was created which provided for a comprehensive policy framework for the development of education in India. NPE brought the education of handicapped children

under the equal education opportunity provision. It states that child with mild disabilities should be included in mainstream classrooms, and special schools for severely disabled children should be opened at district headquarters. It stated that the objective of education should be to integrate the physically and mentally disabled children with the general community as equal partners and to prepare them to face life. It also suggested the reorientation of teacher training programmes by including a compulsory component of special education in pre- service training of general teachers and provisions for the vocational training of disabled.

POA 1992 states that a child with a disability who can be educated in normal school should not be in special schools. It says that even those children who were initially admitted to special schools for training in daily living, communication, and basic academic skills, and as they acquire the above mentioned skills they should be integrated into general schools. The POA included programmes of post-literacy and continuing education through the establishment of continuing education centre of the diverse kind to enable adults to continue their education of the choice.

Rehabilitation Council of India Act (1992):- The RCI Act provided standards for rehabilitation professionals. The categories of professionals under the RCI are audiologists and speech therapist; clinical psychologists; hearing and ear mould technicians; special teachers for education and training of the handicapped; vocational counselors and any other category of professional notified from time to time under the RCI Act. The Act is important because it establishes consequences and also prescribes punitive action against unqualified person delivering services to person with disability and that person could face imprisonment for upto for one year and can be fined Rs 1000 or both.

Persons with Disabilities Act (1995):- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995 is a legislation to ensure equal opportunities for people with disabilities and their full participation in national development. The PDA has identified only seven categories of disability i.e. blindness, low vision, leprosy cured, hearing impairment, locomotor disability, mental retardation and mental illness. Regarding education of persons with disabilities, the

Act has made following provisions:-

- Every child with the disability shall have the right to free education, until the age of 18 years in integrated schools or special school settings.
- Children with disabilities shall have the right to free books, scholarships, uniform and other learning materials.
- Special schools should be equipped with vocational training facilities for children with disabilities.
- For children with disabilities, non-formal education shall be promoted.
- Teacher training institutions shall be established to develop requisite workforce.

The Act places responsibility on the appropriate government for implementing its various provisions. At the national level, the Ministry of Social Welfare is the nodal ministry for the welfare of the disabled.

District Primary Education Programme (DPEP), (1995): It is a collaborative program between the centre and the state government. Centre government bears 85% of the project cost and remaining 15% is shared by the state government. It was initially started in 14 states of India with the aim of working out curricula, teacher training etc, for early childhood care including children with disabilities. The main objectives of the DPEP are to support the government of India towards their efforts to achieve the goal of universalisation of elementary education; address the issue of dropouts; out of school children by providing primary schools in every village; provide extensive teacher training; address gender issues and create programmes for the empowerment of women. The programme stipulates that integrated or inclusive education of the child with mild to moderate disabilities should be promoted.

Sarva Shiksha Abhiyan (SSA) 2001:- SSA is the national flagship programme of the government of India in conjunction with the World Bank for achieving the goal of Universalization of Elementary Education (UEE). SSA intends to provide useful and relevant education to all children of 6-14 years. SSA is not a programme which deals exclusively with children with the disability rather it is a disability inclusive

programme, with specific aspects that benefit people with disabilities. SSA envisages to assure that every child with special needs, irrespective of the kind, category and degree of disability is provided education in regular school and in the appropriate environment. It opts a 'Zero rejection' policy so that no child is left out of the educational system. This means that children with special needs should not be deprived of the right to education and should be taught in an environment, which is best for them and suited to his/her learning needs. Under SSA, a range of educational options, learning tools and aids, mobility assistance, support services are offered to students with disabilities.

The key components of the SSA programme for inclusive education is identification of children with special needs, their functional and formal assessment, adequate educational placement, to provide aids and appliances, support services like physical access, resource rooms at cluster level, special equipments, reading material, special educational techniques, remedial teaching, curricular adaptation or adapted teaching strategies, individualized educational plan, teacher training, training to parents, resource support, community mobilization, strengthening of special schools, removal of architectural barriers in the schools etc.

Different approaches and strategies have been adopted by schools to identify and enroll children with disabilities. Some have conducted residential bridge courses for preparing these children for regular school, some have adopted home-based education programme, while some have adopted resource teachers who visit the homes of children with special needs.

Action Plan for Inclusive Education of Children and Youth with Disabilities (2005):- In 2005, the Ministry of Human Resource Development drafted the Action Plan for Inclusive Education of Children and Youth with Disabilities (IECYD). The action plan aimed that no child is deprived of admission to normal school, that every child would have the right to admission to an Anganwadi and school and no child would be refused to take admission in the school on the ground of disability. In order to facilitate this plan, the government collaborated with the Rehabilitation Council and the National Council for Teachers' Education and will ensure that there are adequate

numbers of teachers trained in inclusive education. The first phase of intervention under this plan is through the integrated child development services programmes, these ICDS programmes reach all the children between the age of 0-6 years. The Anganwadi workers will be trained in order to detect disabilities early to an early stage by the Department of Women and Child Development and ICDS workers will be trained to motivate parents of children with disabilities to send their children to the Anganwadi centres.

The educational needs of disabled persons between the ages of 14 and 18 years will be covered through a range of intervention including a revised plan for Inclusive Education of Children and Youth with Disabilities (IECYD). Under this scheme of integrated education for disabled children (IEDC) as it stands at present, children with disabilities are placed in a regular school without making any changes in the schools to accommodate and support diverse needs. The revised IECYD will, bring, modification in the existing physical infrastructure and teaching methodologies to meet the needs of all children including children with special needs.

National Policy for Persons with Disabilities (2006):- In 2006, the Ministry of Social Justice and Empowerment brought forth the National policy for persons with disabilities. It stressed on bringing persons with disabilities into the mainstream of the society. The main focus of the National Policy is the prevention of disabilities through organizing programmes for prevention of diseases which can lead to disabilities and to create awareness about how to prevent disabilities and secondly to provide access to effective rehabilitation measures. National Policy emphasizes the need for mainstreaming disabled person into general school system through inclusive education. It has also highlighted the role of SSA and integrated education for disabled children. The major objective of the National Policy is to ensure that every child with the disability has access to pre-school, primary and secondary level of education. In addition, the policy has focused on creating more District Disability and Rehabilitation Centers (DDRCs), which provide information in terms of availability of aids and appliances in order to bridge the gap between rural and urban areas.

The Inclusive Education of the Disabled at the Secondary Stage (2008)

:- In 2008, the government of India, launched the scheme of the inclusive education of the disabled at the secondary stage. This scheme provides assistance to the disabled students to pursue their education at the secondary stage i.e. from class IX-XII after completing eight years of elementary education in a normal or mainstreamed school and in an inclusive environment. Its emphasis is on the appointment of special education teacher, teacher training and establishment of resource rooms etc.

The Right to Education Act (2009) :- The Right to Education Act 2009 has made education the fundamental right for all the children in the age group of 6-14 years and has immense significance for the education of children with disabilities. According to this act, child has the right to free and compulsory admission, attendance, and completion of elementary education. It provides for protection of child's right to free and compulsory education and redressal of grievances by the national and state commission for protection of child's right. It advocated for burden-free education, prohibition of corporal punishment, mental harassment, detention and expulsion of the child.

Persons with Disabilities Act (2016) :- The Act replaces the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. Instead of seven disabilities specified in the Act of 1995, the Act covers the following conditions i.e. Locomotor disability, leprosy cured, cerebral palsy, dwarfism, muscular dystrophy, acid attack victims, blindness, low vision, deaf, hard of hearing, autism, spectrum disorder, chronic neurological conditions, specific learning disability, sickle cell disease, speech & language disability, intellectual disability, mental illness, multiple sclerosis, parkinson's disease, haemophilia, thalassemia and multiple disability. As per the act the government and local authorities shall take the following measures: To provide books, other learning materials and appropriate assistive devices to students with benchmark disabilities free of cost up to the age of eighteen years; to provide scholarships in appropriate cases to students with benchmark disability & to make suitable modifications in the curriculum and examination system to meet the needs of children with disabilities.

In addition to the needed legal framework and protection, India has developed extensive infrastructure for the development of human resources as well as working as a model of special education programme in the different areas of disabilities in the shape of the establishment of the following seven national institutes:

National Institute for the Mentally Handicapped, Secunderabad (Andhra Pradesh).

National Institute for the Orthopaedically Handicapped, Kolkata (West Bengal).

- Al Yavar Jung National Institute for the Hearing Handicapped, Mumbai (Maharashtra).

National Institute for the Visually Handicapped, Dehradun (Uttaranchal).

Institute for the Physically Handicapped (New Delhi).

- National Institute of Rehabilitation Training and Research, Cuttack (Orissa).
- National Institute for Empowerment of Persons with Multiple Disabilities, Chennai (Tamil Nadu).

India is a signatory to the "Declaration on the Full Participation and Equality of People with Disabilities in the Asia Pacific Region." It is also a signatory to the "Biwako Millennium Framework" for action towards an inclusive, barrier free and right based society. For fulfilling its pledges at the international and national levels, it has made inclusion as a basic, recognized principle for providing education and rehabilitation to its disabled population

Check Your Progress -2

Note: (a) Space is given below for your answers

(b) Check your answers with the above sub-section.

- (i) Mention significant milestones in the field of special education in India during post-independence era.

(ii)	Trace significant developments in the field of special education in America and England during 20th century.

4.6 NEED OF SPECIAL EDUCATION

Special education is specially designed instruction to meet the special education needs of exceptional children with the help of special materials, special training techniques, special equipments and special facilities. The need of special education is explained as follows:

- i) Some children are very different from most in ways that are specific regarding education and special education is required to meet their educational needs, for example, special classes are necessary for backward and talented children for the development of their maximum capacities. Both these categories of children require specific teaching methods and techniques. Talented children face difficulties in adjusting themselves with average children because of their I.Q. In general, a teacher organizes instruction in the class which suits average children. Here the talented children do not get any kind of stimulation and lose interest in their studies.
- ii) In the special classes, the bright children get a chance for proper stimulation. So there is need of special methods of teaching, techniques and curriculum for teaching them. Again special education also provides opportunities for developing leadership in different branches of knowledge.
- iii) Special placement is entailed through special education. It requires thorough assessment of exceptional children as well as their social background by professionally qualified experts from different fields. Physical examination and evaluation by specialists and experts is necessary for suitable selective

placement of numerous types of exceptional children.

- iv) Special education is needed because exceptional children require many auxiliary services. For example, the orthopaedically handicapped require physical therapy, occupational therapy and periodic physical examination. Some children need to be kept under constant supervision. Occupational and physical therapy are required for some exceptional children. Of course, some special equipments and additional training is required for helping the exceptional to develop to the maximum and also to manage themselves.
- v) The need of special education can be associated with the problems faced by a teacher in the average classroom. There are many categories of children in the average class. The teacher feels the difficulty in devising the method of teaching suitable for all categories of children. Students with special needs require individualized education programme either in resource room or a special class for some part of the day to match with their needs. In a way special education is necessary not only to help exceptional children but is also conducive for regular class teacher.

4.7 LET US SUM UP

In this lesson we discussed the concept of special education. You came to know that special education encompasses providing special training, special equipments, special materials, special curriculum, special infrastructure- all designed to suit the needs, interest, abilities and level of achievement of children with special needs. Main objectives of special education is to help special children to attain all round development of personality to the maximum extent possible. Special education has passed through many phases and ages. There has been a period of isolated setting which was followed by a period of special classes and now there is an era of individual settings, i.e. educating all types children whether normal or exceptional together in the regular classroom of mainstream schools. The need for special education lies in providing a conducive learning environment for special children, helping them to develop their potential to the full, enhancing their independence and enabling them to become adjusted individuals in the community.

4.8 LESSON END EXERCISE

1. What do you understand by special education? Describe its nature.
2. Describe the main objectives of special education.
3. Discuss development of special education in its historical perspective.
4. Explain in your words the need of special education.

4.9 SUGGESTED FURTHER READINGS

- Farrell, M. (2010). *Debating special education*. U.K.: Routledge.
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EXCEPTIONAL CHILDREN

5.0 STRUCTURE

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Concept of Exceptional Children
- 5.4 Types of Exceptional Children
- 5.5 Concept and Characteristics of Each Type
- 5.6 Educational Provisions for Exceptional Children
 - 5.6.1 Educational Provisions for Gifted Children
 - 5.6.2 Educational Provisions for Creative Children
 - 5.6.3 Educational Provisions for Physically Challenged Children
 - 5.6.4 Educational Provisions for Mentally Challenged Children
 - 5.6.5 Educational Provisions for Backward Children
 - 5.6.6 Educational Provisions for Learning Disabled Children
 - 5.6.7 Educational Provisions for Delinquent Children
 - 5.6.8 Educational Provisions for Emotionally Disturbed Children
- 5.7 Placement Services for Special Children
- 5.8 Let Us Sum Up
- 5.9 Lesson End Exercise
- 5.10 Suggested Further Readings

5.1 INTRODUCTION

The optimum development of a nation depends upon the nature and kind of its human resources. Education is considered as a powerful instrument of human resource development. It is consistent with a democratic philosophy that all children be given equal opportunities to receive education. It is universal truth that in every classroom there exists individual differences in physical, mental, social, emotional and educational aspects of children's personality. Sometimes these differences are carried to such an extent that it becomes essential to categorize these children as 'exceptional and to make special education provisions for them so as to bring maximum development of their potentialities. Who are exceptional children? What are different types of exceptional children? What are characteristics of different types of exceptional children? "How these children can be given education"? In this lesson, we shall find answers to these questions.

5.2 OBJECTIVES

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

- explain the concept Exceptional Children,
- define the term Exceptional Children,
- list types of Exceptional Children,
- describe concept of each type of Exceptional Children,
- state the characteristics of each type of Exceptional Children,
- explain Educational Provisions for each type of Exceptional Children, and
- discuss Placement Services for Exceptional children.

5.3 CONCEPT OF EXCEPTIONAL CHILDREN

Individuals differ from one another in many aspects. Slight variations and deviations in human traits are commonly observed among the normal children. But

there are some children who deviate or differ from the average to such a degree in physical, social, mental and even emotional characteristics that school programmes designed for the majority of the children don't provide them the opportunity for all around adjustment and optimum progress. These children, therefore, require a modification of traditional classroom teaching or a routine class and need the specific teaching methods, programmes or in some cases even special medical services so that they may develop their abilities, capacities and potentialities to the maximum. Such children who deviate significantly from the normal range of development are labelled as exceptional children. Included in this category are any type of physically handicapped (like deaf, dumb, blind, crippled) gifted, creative, mentally retarded, backward, delinquent, emotionally disturbed, children with learning disabilities, etc

The following definitions of exceptional children will give you an indepth understanding of the concept of exceptional children.

According to Kirk, "An exceptional child is he who deviates from the normal child in physical, mental and social characteristics to such an extent that he requires a modification of school practices or special educational services in order to develop to his maximum capacity."

According to Barbe, "Exceptional children are those who differ from the average to an extent that their differences warrant some type of special school adjustment either within the regular classroom or in special classes."

On the basis of above definitions the following conclusions can be drawn about the exceptional children.

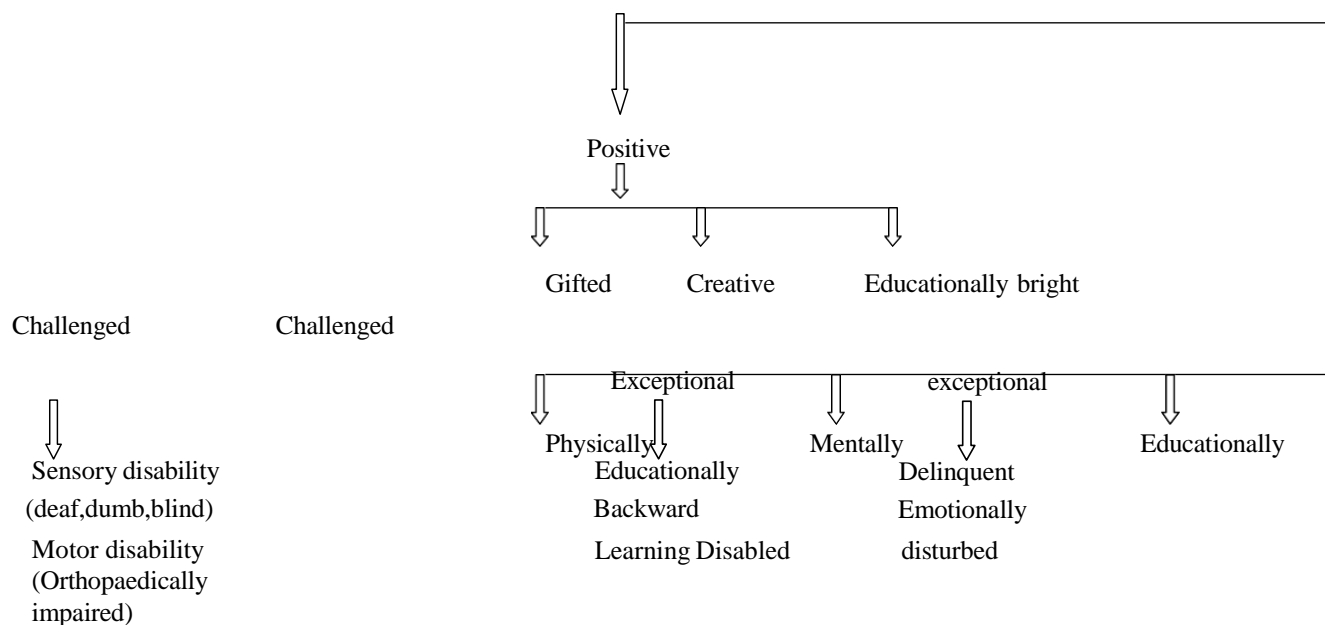
1. The exceptional children are unusual.
2. They can also be called differentially abled children.
3. They have qualities (physical, mental, social and emotional) that are beyond the range of normal children, whether positive or negative.
4. They are the children with special needs and because of their special needs it becomes necessary to give them education/training by keeping

them in special classes/schools so that they can develop to their maximum capacity.

5. Their special needs and problems vary depending upon the direction and degree of their deviation from normal children and their type of exceptionality. They need specially tailored programme to achieve in accordance with their potential.

5.4 TYPES OF EXCEPTIONAL CHILDREN

The fact that individuals deviate/differ from one another physically, mentally, emotionally and socially is an accepted truth. The term exceptional children is used to refer to those children in whom the extent of deviation from the normal children is so great that they require special care, provisions for education for the adjustment and adequate development of their capacities. In the following pages are explained the generally accepted types of exceptional children:-



Check Your Progress -1

Note: (a) Space is given below for your answers

(b) Check your answers with the above sub-section.

(i) Explain the meaning of term 'Exceptional Children' in about three lines.

(ii) List the types of 'Exceptional Children'.

5.5 CONCEPT AND CHARACTERISTICS OF EACH TYPE

5.5.1 *The Gifted*

The concept of giftedness includes intellectual superiority as well as special ability or talent in other fields which may not necessarily involve intellectual superiority. Such talents or abilities may be exhibited in art, music, dance, drama, leadership or social relations. Thus the gifted children are (1) those whose intelligent quotients are above 130 as measured by reliable standardized intelligence tests-the intellectually gifted; and (2) those who have special talents in one or more fields such as art, dramatics, music, dance-the talented.

The following definitions shall make you to understand the concept of gifted children.

According to Paul Witty, "gifted children are those children whose performance is consistently remarkable in music, art, social leadership and other forms of expression."

According to Havinghurst, "The talented or gifted child is one who shows consistently remarkable performance in any worthwhile line of endeavour."

According to Fliegler and Bish, "The term gifted encompasses those children who possess a superior intellectual potential and functional ability to achieve

academically in the top 15 to 20 percent of the school population and /or who have talent of a high order in such special areas as mathematics, mechanics, science, expressive arts, creative writing, music and social leadership and a unique creative ability to deal with their environment."

According to Sumption and Lucking, "those who possess a superior central nervous system characterized by the potential to perform tasks requiring a comparatively high degree of intellectual abstraction or creative imagination or both are called gifted children."

Characteristics of Gifted Children

The following are the characteristics of Gifted Children:

- **Physical Characteristics:** Gifted children as a group are taller, heavier, stronger, more energetic and healthier than their average age mates. They start crawling, walking, cutting teeth earlier than the average children.
- **Intellectual Characteristics:** The gifted children have better ability to organize, analyse, memorize, synthesize, reason out things, extensive rapidity in learning, clear self-expression, good comprehension, good insight, unusual ideas, imagination, better understanding, rich vocabulary, good problem solving ability, good sense of attention, logical thinking and better concentration, good memory, curiosity and good fund of general knowledge. They have persistent goal-directed behaviour. They are unusually perceptive.
- **Educational Characteristics:** Gifted children tend to be far ahead of average children in academic achievement, learn to read early, are more advanced in reading than their classmates. They are interested in reading magazines and periodicals and can obtain good marks even with less efforts than normal children. They are less dependent on teachers. They will assist classfellows when they encounter difficulties.
- **Social and Emotional Characteristics:** Gifted children are popular and well liked by their peers. Many are social leaders at school. Socially they are

favoured by children older than themselves. They get along with others have good sense of humour, and are eager to cooperate. They are more trustworthy and sincere. They are emotionally stable, display emotional maturity and have minimum conflicts.

- **Moral and Ethical characteristics:** The gifted children are fair, just, honest and compassionate. A number of studies have reported the gifted children to be superior to average children in moral and ethical behaviour. They are generous, sincere and dutiful.
- **Interests and Personality Characteristics:** The gifted children have broad range of interests. They are interested in reading books, journals, dictionaries, encyclopaedia, newspapers etc. They have good hobbies like music, painting, playing chess, solving puzzles, literary and scientific tastes like participation in debates, seminars, quiz etc. They have positive self-concept, self confidence, high self-esteem, high task commitment, perseverance, competitiveness and objective outlook.
- **Negative Characteristics:** The gifted children show impatience to proceed to next level or task, may be restless, inattentive and disturbing, may be egoistic and jealous, are careless and have poor handwriting, lose interest in routine work, disobey orders, show obstinacy and sometimes talkative.

5.5.2 Creative Children

Modern science, industry, communication and arts owe their progress and advancement to human creativeness. Infact the vast and rich structure of civilization we have built step by step is a testimony to the original and creative thinking of creatives.

Let us understand who are creative children ?

Creative children are those who have the capacity for constructing and manipulating new objects. They are capable of making new combinations from the already existing objects and elements. They are capable of producing something new and desirable. In a way, creative child is a divergent thinker. He discovers or offers uncommon thoughts or ideas, unexpected suggestions and unconventional views. The

following definitions can give you clear understanding of concept of creative children.

Eysenck, et al, "The creative children have the ability to see new relationships, to produce unusual ideas and to deviate from traditional patterns of thinking."

Guilford, "Creative children have more general trait that includes not only originality, but flexibility, fluency and motivational and temperamental traits as well."

Characteristics of Creative Children

Creative children possess the following characteristics-

(i) Flexibility (ii) Extensive intellectual level (iii) Accept disorder (iv) Highly imaginative (v) Patience to tolerate criticism (vi) Enjoy individual freedom. (vii) Ability to provide diverse responses. (viii) Ask questions (ix) patience to accept difficulties and setbacks (x) Determination (xi) Discontented (xii) Full of curiosity (xiii) Independent in judgement (xiv) Never bored (xv) Non-conforming (xvi) Persistent (xviii) Receptive to ideas of others (xix) Self aware (xx) Self-confident (xxi) Not sensitive to details (xxii) strive for distant goals (xxiii) Willing to take risks (xxiv) Less social, more sensitive and guided by their inner feelings (xxv) Have high self-esteem (xxvi) More mature than their age (xxvii) High motivation level and are innovative.

Check Your Progress - 2

Note: (a) Write your answers in the space given below.

(b) Compare your answers with the above sub-section.

(i) Write any one of the definitions of 'Gifted Children'.

(ii) Describe 6-8 characteristics of gifted children.

(iii)	Explain briefly the concept of 'Creative Children'.
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(iv)	List ten characteristics of creative children.
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5.5.3 Physically Challenged Children

A child who is afflicted with physical impairment that in any way limits or hinders his participation in normal activities may be referred to as physically challenged child. The physical handicap obstructs child from making normal progress in his school activities. Such children require special attention and equipment to control or overcome special disabilities. Disorders, such as blindness, deafness, dumbness, being crippled etc. are some physical Challenged. Some of the categories of physical Challenged children are:

- Visually Challenged
- Aurally Challenged
- Speech Challenged
- Orthopaedically Challenged

Visually Challenged children are those who have problems with vision. They have inability to see within normal limits. Such persons can be either blind or partially sighted. The special needs of such children differ depending upon the type and nature of visual loss. The partially sighted require large print or magnified print materials. The blind can be taught through Braille or through aural method.

The Aurally Challenged children are those who are hard of hearing. These children have damaged hearing mechanism and they face difficulty in speech and language development. The aurally handicapped children can be categorized as hard of hearing or deaf depending upon the degree of hearing loss. Therefore, aurally

handicapped children require the help of special instrument (hearing aid) and special education through special techniques.

Speech Challenged children make use of abnormal speech which can't be understood by listeners. These children suffer from speech deformities, faulty pronunciation, stammering, stuttering etc. Mild to moderate speech handicapped can be corrected by a speech therapist. Children suffering from severe speech handicapped (dumb) can be educated through special techniques such as lip reading.

An orthopaedically Challenged child has a condition of joints, limbs malformation, malfunction or loss of bones, muscles or body tissues because of which he requires special educational or related services. Orthopaedic Challenged can be caused by the defects in bones, nerves, muscles, defective growth during pregnancy, polio, paralysis, long disease or accidents. These children are like the normal children except for their physical deformity. They require extensive educational provisions in accordance with their orthopaedic defects. Usually mildly physically challenged children can be integrated in the regular school without much difficulty.

Characteristics of Physically Challenged Children

- The physically challenged children are often maladjusted.
- They are unable to participate in desirable normal activities.
- They suffer from emotional problems like resentment and discouragement.
- Their disability affects their scholastic achievement, specific skills and interests.
- They suffer from the feeling of inferiority, loss of self-confidence and fear.
- They suffer from the feelings of incompetence, social inadequacy and helplessness and these very predominantly govern their lifestyle and cognition.

- These children are generally introverted, pessimistic, emotionally unstable, shy, hostile, submissive, self-centred, passive, anxiety ridden and dependent.

5.5.4 Mentally Challenged Children

Mentally challenged children are characterized by low level of intelligence as compared with average children. They have a condition of incomplete or less than normal mental development so that they are unable to adjust to day-to-day living in an efficient, useful, productive and harmonious manner. They don't gain much from experience and learning as they have limited capacity to understand and judge or no capacity at all. Alferd Binet suggested that I.Q. of the normal children generally varies from 90 to 110 and persons having I.Q. below 90 are generally termed as mentally retarded children. The mentally challenged children are divided into the following groups.

- (a) **Idiots:** Their IQ's range upto a maximum of 25. For all practical purposes they are helpless. They are not able to take care of themselves. They usually acquire no vocabulary, or at the most only a few words. They can't be trained to take care of their toilet needs, to keep clean and dress themselves. They don't know enough to protect themselves from any kind of danger. They are life long custodial cases.
- (b) **Imbeciles:** The second category of mentally retarded is that of the imbeciles with I.Q between 25 to 49. They require a great deal of supervision and care. They can be trained to keep themselves clean, to attend to their toilet needs, eat without help and the like. They understand simple remarks and can say a few words. They can do simple tasks under supervision.
- (c) **Morons:-** Morons have I.Q's ranging between 50 to 75. They are unable to solve any problem of life. They are unable to do the work involving judgement but can do routine jobs of simple nature. They can carry on simple conversation and understand simple social responsibilities. They are educable in simple reading, writing and arithmetic at their own pace in special class or special

school. They are capable of getting benefit from some skilled and unskilled occupations. They learn very slowly and with great difficulty. They are slow in developing initiative and thinking. They seldom acquire any measure of self-direction and their abilities for solving common problems are very inferior.

Characteristics of Mentally Challenged Children:

The general characteristics of mentally challenged children as a group are as follows:-

1. Physically, the mentally challenged children are shorter and lighter than children of average mental ability. They suffer from physical defects (disproportionate head, speech disorders, problem of eyes and ears etc.) They have less immunity and catch infectious diseases more frequently than average intelligence children.
2. They are dependent and are unable to manage their daily routines. In some of them mental deficiency is to the extent of failure to protect themselves against common physical hazards/dangers.
3. They have poor judgement and poor understanding of cause and effect relationships.
4. They have inadequate social development when compared with children of average mental ability. They are happy and comfortable in the company of children younger than them.
5. The mentally retarded children have wide variation in their temperamental and character traits. They are found to be both quiet and noisy. Some of them are hardworking, friendly and open while other may be lazy, non-cooperative, hostile, vindictive and secretive.
6. They have less or nearly no control over their instinctive urges. Their actions are mostly guided by the pleasure principle seeking satisfaction of their instinctive urges.

Check Your Progress - 3

Note: (a) Space is given below for your answers

(b) Check your answers with the above sub-section.

(i) What do you mean by physically challenged children?

(ii) Mention a few characteristics of physically challenged children.

(iii) Who are mentally challenged children?

(iv) Describe very briefly 4-5 characteristics of mentally challenged children.

5.5.5 Backward Children

One of the problems of every teacher is to handle the children who lag behind other children in their school work. These children are called backward children. A backward child is one who does not progress educationally as per his abilities and lags behind the children of the same age in educational achievement. He is usually a slow learner. He remains in the same class for a number of years and finds himself unable to do the work of the class next or next below that which is normal for his age. On standardized achievement test his achievement quotient is below 85. He is not, essentially, a dull child. In a way he shows inability to progress normally in school work and needs special care at the hands of school authorities and parents.

The following definitions shall give you better understanding of concept of backward child.

C. Burt:- "A backward child is one who in his mid-school career is unable to do the work of the class next below that which is normal for his age."

Barton, Hall:- "Backwardness in general is applied to cases where their educational attainment falls below the level of their natural abilities."

Schonell:- "The backward pupil is one who, compared with other pupils of the same chronological age, shows marked educational deficiency."

Characteristics of Backward Children : The following characteristics are found in backward children:

1. Slow learning speed
2. Inability to make steady progress in curricular activities like other normal children.
3. Poor muscular coordination
4. Defects in eyes, nose and serious speech defects
5. Lesser capacity of abstract thinking.
6. Lack of reasoning ability.
7. Lack of common sense.
8. Inability to work independently.
9. Short span of Interest and attention.
10. Involvement in mentally unhealthy and maladjusted behaviour.
11. Tendency to indulge in anti-social behaviour.
12. Attitude of pessimism about life.

5.5.6. Children with Learning Disabilities

Children with learning disabilities are those who suffer from severe learning

problems which manifest in an imperfect ability to listen, think, speak, read, write or do mathematical calculations. These imperfect abilities are not primarily due to visual impairment, hearing impairment, motor handicap, mental retardation, environmental, or economic disadvantages. But these are due to a disorder in the process involved in understanding or in using language. In spite of their average or near average intelligence, they don't cope up with the demands of the school.

You will be able to know more about the term "Learning Disabled Children" after going through the following definitions:

The National Advisory Committee to the Bureau of Education for the Handicapped (USA, 1968)- "Children with specific learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing spelling or arithmetic. They include conditions which have been referred to as perceptual handicaps, dyslexia, development aphasia etc. They don't include problems which are due primarily to visual, hearing, motor handicaps, mental retardation, emotional disturbance, or environmental disadvantages."

Forness-"People with learning disabilities belong to a group of very diverse individuals who don't share one common problem. They don't learn in the same way or as effectively as their non-disabled peers. Although most possess normal intelligence, their academic performance is significantly behind their classmates. Some have great difficulty in learning mathematics, but most find mastery of reading and writing to be their most difficult challenge."

Characteristics of Learning Disabled Children : Children with learning disabilities display certain types of physical and psychological characteristics which are mentioned as :

- **Physical appearance:-** Physical appearance of the learning disabled child may not show any sign of deviation. He may have a robust body and good sense organs.
- **Academic disabilities:-** The learning disabled children have specific academic

problem in reading, writing, spelling, arithmetic and even locating places on map. They show deficits and deficiencies in scholastic achievement.

- **Mental Ability:-** In mental ability, the learning disabled children are average or near average. Discrepancy between the child's mental ability and his actual scholastic achievement is the peculiar characteristic of learning disabled child. They suffer from disorders of memory and thinking.
- **Attention Problems:-** The learning disabled children suffer from disorder of attention. They get distracted even by a slightest disturbance and fail to concentrate on any task for a long time.
- **Motor Ability:-** The learning disabled children suffer from general coordination deficiencies. They have perceptual motor impairments (counting, seeing objects in groups or sets, perceiving the geometric shape, writing numbers etc).
- **Visual Perceptual deficiency:-** The learning disabled children are unable to discriminate between different shapes, sizes and qualities. They have poor visual figure-ground discrimination and poor visual memory.
- **Auditory Perceptual Deficiency:-** The learning disabled children suffer from poor auditory discrimination. They are unable to disseminate between various speech sounds.
- **Language Deficiency:-** The learning disabled children suffer from severe language handicaps. They have delayed speech development, poor vocabulary, make improper use of grammar and syntax while communicating ideas, bad pronunciation and punctuation while reading, bad handwriting, omission of letters, words while taking dictation.
- **Mathematical Deficiency:-** The learning disabled children suffer from poor spatial orientation. They face difficulty in understanding up-down, over-under, top-bottom, high-low, near-far etc. They are deficient in computational skills.
- **Emotional/Social Characteristics:-** The learning disabled children are excessively moody. They exhibit rapid mood swings and have high level of

anxiety. They are unable to establish healthy social relationships.

Check Your Progress -4

Note: (a) Space is given below for your answers.

(b) Check your answers with the above sub-section.

(i) Who are backward children?

(ii) Describe 6-8 characteristics of backward children.

(iii) What do you mean by learning disabled children?

(iv) Mention a few characteristics of learning disabled children.

5.5.7 Delinquent Children

Every society has its social norms and mechanism of social control. Social norms have been formulated by the members of the society to effectively control and manage social behaviour. Laws have been made to punish those who disturb the social norms and disobey codes of conduct. Such persons are treated as criminals. However, when teenagers violate the social norms and behave like criminals, they are not tried in the usual crime courts, but are kept in reformatory homes/foster homes where they go through reformation process under the strict supervision of the juvenile courts. Such teenagers are called delinquents.

Thus delinquent children are those who are involved in anti-social acts but

they are not old enough to be called adults. They display the antisocial behaviour which threatens the social norms and disturbs the social peace and harmony, which essentially demands legal action against them by the juvenile courts which are authorized to prosecute children between 12 and 18 years of age.

To be more explicit, the delinquent child may mean any child who, while under the age of 18 years absents himself from home; fails to attend school regularly, who repeatedly plays truancy from school, gambles or visits gambling centres, takes liquor, commits sexual offences, wanders about, smokes; who writes or uses obscene/vulgar, language, who violates law or codes of conduct and who commits such acts like stealing, theft, pickpocketing, destruction of property, eve-teasing and related social offences. The following definitions will be helpful in understanding the concept of delinquent children.

According to Healey, "A child who deviates from the social norms of behaviour is called delinquent."

According to Cyril Burt, "A child is to be regarded technically as a delinquent when his antisocial tendencies appear so grave that he becomes or ought to become the subject of official action."

Characteristics: The peculiar features of the delinquent children are given as under

- The delinquent children are characterized by antisocial behaviour.
- They display destructive temperament and are aggressive by nature.
- They are physically strong, adventurous.
- They have firm determination and take quick actions.
- They show disobedience, non-cooperation to teachers, principal and parents.
- They are in the habit of challenging the authority and show non-compliance to rules and regulations of the school and home.

- Emotional instability is the chief mark of their personality. They display temper tantrums at home and in school.
- They have low or no sense of belongingness to home, school and society.
- They generally show disinterest in academic activities and co-curricular programmes in school.
- They show godlessness in their thinking and have no or poor concept of morality.
- They have vague academic and vocational plans and they lack foresightedness in their personality.
- They generally act in irresponsible manner.
- They are often impulsive in their attempt to satisfy their infantile urges.
- They get involved in acts of befooling others.
- They fail to face adverse and critical situations and conditions of life and consequently adopt escape mechanisms such as running away from home or school.

5.5.8 Emotionally Disturbed Children

Emotionally disturbed children are very often considered as problem children in the schools. The emotionally disturbed child suffers from emotional maladjustment which results in conflicts, tensions, repressions, fear, strains etc. He may try to solve the conflict or anxiety by hitting, fighting, disobedience or disruptiveness or day dreaming. These emotionally disturbed children show inability to learn and have poor home work skills. They have relationship problems and have no friends. They show inappropriate behaviour and can be cruel to peers. They suffer from unhappiness and depression and show lack of self-confidence. They are anxious, worried, tense and have the tendency to run away from home. Such children should be treated with love, care, affection, security, tolerance and recognition. Pleasant and satisfying experiences should be given to such children at home as well as at school.

Characteristics of Emotionally Disturbed Children: Generally, the following characteristics are observed in the emotionally disturbed children:-

- Disobedient and show resentment to the authority and rules and regulations.
- Disrupt the classroom activities to seek the attention of teachers and classmates.
- Tendency to fight, yell and hit classmates and others.
- Display of temper tantrums, crying etc.
- Tendency to destroy the belongings of others.
- Frequent expression of negative emotions like jealousy, aggression, anger, worry etc. in excess.
- Hyperactive in various domains.
- Poor inter personal skills and immature in their dealings.
- Prefer playmates younger to them and play with objects in classroom.
- Chew finger nails, objects like paper, pencil, pen etc.
- Poor attention and concentration span.
- Inability to cope with the classroom situations.
- Abusive and bossy.
- Troublesome and undisciplined.
- Subjected to punishment and reprimand quite frequently but show no system of improvement.
- Underachievers at school.
- Compulsive, over anxious and not dependable.

- Defending themselves by blaming others.
- Physiologically such children suffer from sleep disturbance, bed wetting, food fads, vomiting, headache, muscle tension or pains, palpitation, perspiration, difficulties in breathing, speech disorders, trembling of hands and legs, frequent sighing, loss of appetite etc.

Check Your Progress -5	
Note: (a)	Write your answers in the space given below.
(b)	Check your answers with the above sub-section.
(i)	Who are delinquent children?

(ii)	Describe in brief the characteristics of delinquent children.

(iii)	Define the term 'emotionally disturbed children'.

(iv)	Describe 6-8 characteristics of emotionally disturbed children.

5.6 EDUCATIONAL PROVISIONS FOR EXCEPTIONAL CHILDREN

5.6.1 Educational Provisions For Gifted Children

Gifted children should be given education which can fulfill their needs. The

task of teaching the gifted children lies in the creation of environment in which they can extend their curiosity and interests and feel free to explore the search for knowledge. They should be provided all those facilities which are useful for the development of their abilities and talents. The following approaches can be used for their education.

Acceleration: Acceleration means such progress in educational programmes in which the gifted gains at an age less than average. Gifted children do work set in the class very rapidly and easily. So, it becomes necessary to give them work of their own level and to keep them in a class where they can complete their work with average talented children. Acceleration of the gifted pupils can be practiced in many forms:

- To give admission in school earlier than the fixed age limit
- To provide two or more than two years curriculum according to their intelligence and academic achievements.
- To give permission to pass any course at an early age prescribed for the normal children.

Enrichment: Enrichment means providing experiences for which the average child lacks the interest and ability to understand. The emphasis here is on indepth understanding and variety of experiences so that the talents of gifted children can be totally utilized.

- The teacher should encourage the gifted with additional readings, extra assignments and make him to participate in other than class activities.
- They should be offered additional learning such as study of a foreign language.
- New projects should be introduced for such children to provide rich experiences and activities to develop skill in problem solving.
- They can be made to have contacts with artists or specialists in different fields.
- Seminars or special classes should be held in special areas of interest of the gifted.
- They can be made to develop hobbies, skills and interests.

- They can be made to exploit community resources like libraries, visit art galleries and participate in scouts and guides etc.
- They can be made to work after class hours in laboratories, art rooms or in music room.
- They can be encouraged to write and edit scripts or work on school magazine.
- They can be encouraged to take part in seminars, debates, competitions etc.
- They should be encouraged to do intensive reading according to their interests.
- Student council, self-governments should be encouraged in schools. Activities like NCC, NSS, scouts and guides which provide best opportunities for excellence in leadership should be organized.
- Workshops can be arranged for the creation of charts, models and paintings etc.
- They can be taken to excursions and outings.
- Higher goals should be fixed for the gifted children.

Special Classes: Arrangements for special classes can be made by segregation in general schools for gifted children. Special grouping can be part-time or for some subject and daily or periodically separately from the general class of normal children. For example, there can be advanced class in science, mathematics, or in literature. There can be special classes in the form of seminars, summer programmes, part time special interest groups, honours class for high ranking individuals etc.

Teaching Methodology: Individual differences are more extensive in gifted children than normal children. The teaching methods like dramatisation, project method, experimental method, problem solving, student research should be used.

Special Characteristics of Teachers: The teachers for the gifted children should possess the qualities like high level of intelligence, rich knowledge, diversity of

interests, efficiency to motivate, aptitude for innovation and modest behaviour.

5.6.2 Educational Provisions for Creative Children

Dear learners, in previous lesson you have studied that the world is progressive due to the constructive efforts of minority of population who are known as creative. It is necessary that creative children should be provided with appropriate educational provisions. The following suggestions are made for their education.

The first step in organizing learning experiences for creatives is identification of creatives in the regular classrooms. The identification can be done by peculiar symptoms like intellectual curiosity, self-confidence, high motivation, sustained interest and divergent thinking.

Brain storming, group discussion, problem solving, playway, quiz, experimentation should be used as methods for transacting teaching-learning to the creatives. The objective of the teacher should be to lay emphasis on divergent thinking, originality and generation of ideas without inhibition or restriction. Generalization and transfer of training should be stressed by the teacher and rote and blind learning is to be discarded. The teacher should understand the questions asked by the students and explain in such a way as to encourage their creative instinct. Teacher should be patient with the queries of the students. Class management should be such as provides openness to the ideas of others and confidence in one's own ideas. Independent thinking and imagination is to be encouraged among creative children. Emphasis should be laid on proceeding from whole to the parts.

The teacher should arrange for alternative learning experiences for the creatives. The teacher should lay emphasis on self-motivated learning and self-evaluation.

The classroom environment should be psychologically comfortable. Teaching learning environment should be non-authoritarian. The teacher and others should respect and recognize the uniqueness of the child. There should be no fear of being laughed at or ridiculed by others.

Teacher should help creative children in recognizing their own talent. Positive

reinforcement should be provided to the creative children. Prizes and awards should be given from time to time for diverse creative acts to boost their morale.

Creatives should be made to feel free from threat of regular evaluation. Routine work will suppress their originality.

Proper provision for guidance and counselling should be made in schools so that a creative child may not develop any kind of anxiety or fear which may lead to maladjustment.

School should make provision for such activities like literary and debate competitions, news reporting, editorial work, art and craft exhibition, drama, dance, seminars, drawing, painting, quiz, musical competition, poster making, story telling, poetry writing etc. In order to satisfy the creative instinct such provisions like college magazines, bulletin boards, dramatics, out clubs, educational tours, sports club, project work, summer camps should be made in the schools.

Check Your Progress- 6

Note: (a) Space is given below for your answers.

(b) Check your answers with the above sub-section.

- (i) List educational provisions for gifted children. Briefly explain the best one.

- (ii) What suggestions would you make for organising teaching-learning situations for the creative children?

5.6.3 Educational Provisions for Physically Challenged Children

Dear learners, after going through previous subsection of the lesson, you have

come to know that handicaps such as visual impairment, hearing impairment, dumbness and being orthopaedically handicapped are obvious physical handicaps. You have also learnt that physical challenged is that state of body which obstructs the child from making normal progress in his school activities as average children do.

Therefore, children with different types and levels of disability will require educational provisions matched with their needs. There are children with some impairment who can be educated in general schools with the existing facilities by general teachers without any formal training or preparation. There are children with certain impairments who can be educated in general schools with modifications/adaptations in teaching methods and materials. Children with severe handicaps are to be given education in special schools by specially trained teachers.

Special School Placement: Severely visually impaired, hearing impaired and dumb children can be placed in special schools. These schools contain special equipment and utilize the services of specially trained teachers for their care and education. Special schools can be residential or day boarding. Here the children receive academic instruction in addition to training in social skills, communication skills, self help skills etc.

Integrated Educational Settings: The recent trend in education of physically handicapped children is to educate them in common with normal children in general schools. The National Policy of Education (1986) envisages that children with mild to moderate physical handicaps should be given education in a general school in common with others. Even the severely physically handicapped children can be integrated in general schools after they have completed preparation in pre-academic skills, communication skills, daily living skills, speech, reading and mobility training. The following educational provisions can be made available in an integrated setting.

General Classroom in General Schools: Children with locomotor disabilities, visual impairment with correction, mild hearing impairment and speech defects can be taught in the general classrooms in general schools by general teachers with other children.

Education in general schools with adaptations and modifications of curriculum transaction: The children with low vision, hearing impairment where hearing can be corrected through aids and orthopaedically challenged children can be given education in general schools in the general classroom following the same curriculum as others by adapting teaching techniques or materials according to the specific needs. Such schools should have adjustable furniture, wide doors for wheel chairs and crutches to move, flat desks, magnifying glasses, large print materials, white board, hearing aid, speech trainer or voice trainer, concrete objects to teach and special learning materials like flash cards, pictures, hand-outs of classroom instruction, audiovisual aids etc. for transacting the teaching learning experiences. The general classroom teacher can also seek the help of special education teacher for instructional adaptation and modification (use of special materials, equipment and methods).

Part-time placement in regular classroom with part-time placement in a resource room:

According to the moderate handicaps and special needs, the physically handicapped children can receive specialized instruction from a resource teacher in the resource room for some part of the school time. The children can participate in regular classroom activities in music, art and physical education as per the school time table. The resource room should have adjustable furniture, special writing materials, Braille slate and stylus, mobility canes, hand magnifiers, portable reading lamps, individual hearing aids, audiometer, voice trainer, large print materials, cassette and talking books, embossed recreational material etc. to be used by the resource teacher.

Personality development of physically challenged children is really a challenging task. They can be made to participate in activities like singing, playing instruments, debating, composing poem, poetry recitation, role playing, games and sports etc. Vocational training programmes can be arranged for these children as per their handicap. They can be given training in clerical jobs, painting, cutting, tailoring, carpentry, weaving, furniture making, cane making, music, motor mechanics etc.

5.6.4 Educational Provisions for Mentally Challenged Children

By now you have come to know that mentally challenged children are mentally deficient in intelligence. Mental deficiency varies from mild to severe. Therefore, children of all challenged levels can't take education. Educable and trainable mentally retarded children are capable of getting benefitted by training in reading, writing and arithmetic and in some skilled and unskilled occupations. They can get education in special schools or special class in general school on the following lines:

Educable Mentally Retarded Children: Educable mentally retarded children should be made to develop social and vocational skills. They should be made to develop emotional security, habits of health and fitness. They should also be made to learn the utilization of their leisure time and develop educational ability in reading, writing and arithmetic.

They should be made to discriminate auditory and visual stimuli, follow direction, develop language, increase motor coordination like holding a pencil etc. Readiness skills like tying shoes, buttoning and unbuttoning, toileting, cleanliness, choral singing etc. should be developed in them. Training in various games, drama, arts, handicrafts, drawing, painting, music, gardening etc. should be given to make them utilize their spare time effectively. As the mentally retarded children make progress from primary to secondary level, emphasis should be laid on vocational training for preparing them for wide range of occupations.

Teaching Learning Situations and Teaching Methods: The teaching for the educable mentally retarded can be made effective by sequencing the learning tasks. Subject matter can be broken into minor units. Teaching can be done in individual as well as in group situations. If retarded children are kept in special class, the size of the class should be small so that individual attention can be paid to them. Emphasis should be laid on drill and repetition in teaching language and arithmetic. Mentally retarded children can learn best through concrete experiences, play-way method, audio-visual aids and action-oriented teaching. Therefore, they can be taught through coloured pictures, stories, poems, music, play situations, dance etc.

Principles of learning like simple to complex, familiar to unfamiliar should be followed. Reinforcement and feedback in the form of promise, reward, recognition, love and affection can prove very effective in motivating the child towards teaching learning situations. They should be provided supportive and corrective feedback more often than necessary for the normal children.

Trainable Mentally Retarded: The trainable mentally retarded children can learn reading and simple mathematics with much more effort than educable mentally retarded. The size of their class should be small, say 5 to 15 children. Appropriate transport should be made available for such children. Children of the homogenous age group should be kept in a class. The educational objectives should be determined as per the needs of these children.

Curriculum: The curriculum should focus on the development of ability to self-help, ability of adjustment in home and society and economic efficiency. They should be given sensory training. They should be given training of dressing, eating, bathing, toileting, cleanliness and other daily routines. For developing economic usefulness they can be trained in semi-skilled work like wooden work, book binding, gardening etc. Their ability for reading, writing and arithmetics may develop very late. Therefore, instruction in these shall have to be carried out keeping in view the standard of proficiency that is practicable. Recreational activities should form an integral part of the instructional programme.

Teachers for the mentally retarded children should possess special qualities. They should have knowledge of behavioural characteristics of mentally retarded. They should have positive view about the educability and trainability of these children. They should be sympathetic, cooperative and patient. They should have knowledge of various teaching methods and techniques and use the same according to children's difficulties and requirements.

Check Your Progress -7

Note: (a) Write your answers in the space given below.

(b) Check your answers with the above sub-section.

(i)	Explain briefly the strategies of successful teaching of learners with physically challenged.
(ii)	Describe in brief the techniques that can be adopted for education of mentally challenged children.

5.6.5 Educational Provisions for Backward Children

By now you have studied that a backward child is one who does not progress educationally as per his abilities and lags behind the children of the same age in educational achievement. He usually does not respond to the ordinary school curriculum and to the common methods and procedures of the classroom teacher. Therefore, learning experiences for the backward children should be organized by the following methods:

Specified Curriculum:- The backward children fail to meet adequately the curriculum which is made to meet the requirements of average children. The curriculum should be devised according to the personal needs, interests and efficiency of these children. The curriculum should include such manual skills like woodwork, handicrafts, book binding and other related crafts. Since emphasis is to be given to develop these children into successful citizens rather than scholars, healthy interpersonal, social skills should be developed by the curricular activities.

Teaching Methods:- The backward children experience difficulty in traditional learning methods like lectures etc. They should be taught by easier methods. The lesson should be broken into small units. They should be made to learn by concrete and direct experiences. The use of drill should be made. Audio-visual materials should be utilized for motivating and creating their interest for

the lessons. Methods like project method and play way methods can prove very useful in diagnostic learning. Learning situations should be made life like. The methods of teaching should be child-centered and geared to individual needs.

Special Teachers:- The teachers for the backward children should be practical and experienced. They should have knowledge of psychology and have the insight and interest to know their special problems. They should have enough patience to provide motivation, continuous help and sympathetic attitude and take pains in the academic activities of the backward children despite their continuous failure.

Time Table:- The backward children can't concentrate for a long time. It is desirable to make such timetable for them as is flexible with small periods. The time table should be need based.

Co-curricular Activities:- Co-curricular activities like games, acting, dancing, music, art and craft, N.C.C. safety rules, first aid etc. should be given due place in the curriculum keeping in view their interests, attitude, age, intellectual level and efficiency.

Hiring Services of Experienced Educational Psychologists:- The Educational services of experienced psychologist can be very useful in organizing learning experiences for backward children.

5.6.6 Educational Provisions for Learning Disabled Children

Learner, as you know that an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations is a defining feature for students with learning disabilities. Improving these basic skills is a primary objective in teaching these students. The following techniques should be used by teachers with students with learning disabilities-

Remedial Instruction:- The children with learning disabilities are benefited mostly from remedial instruction. It is necessary to have proper diagnosis of child's abilities and disabilities in specific school subjects and identify skills

and processes which require remediation. Once diagnosis is made, he should be given good teaching in areas of his weaknesses through systematic planning, individualized instruction, tutoring in one-to-one or small group situations. Remedial instruction can vary in duration depending upon deficiencies and the amount of training required.

Improving Reading:- In order to improve reading rate and comprehension, the teacher should make repeated readings of the same passage. They should also be made to read their passage silently. Cues can be added to help students remember phonetic rules. Teacher can use writing to improve reading. Teacher modelling of appropriate reading behaviours also provides students with demonstration of expression, enjoyment and variety. Teacher should use a variety of reading activities to capture students' interest and encourage reading practice. The teacher can also use interactive computerized reading materials.

Improving Mathematics:- For many students with learning disabilities, computation and analytical reasoning are the major areas of learning difficulties. In order to reduce distractions and improve accuracy in solving problem, the teacher can use cues to focus attention of the students. To make math meaningful, the teacher can also use real-life problems and applications. It is better to teach basic concepts of maths with practice. Students should be made to use the concepts again and again. The teacher should use such activities that make maths fun. This will improve their interest and motivation.

Improving Writing Skills:- In order to bring improvement in writing, the teacher should teach specific skills like composition etc. and make the students to monitor their written work. Use of familiar words for practice will improve the writing skills and vocabulary of the students. The students can be asked to read the rhyming words. They should be taught simple rule to use when spelling them. They should be given spelling tests using the rhyming words to improve their confidence.

Improving Classroom Behaviour:- Students can be made to work on group projects. The teacher can also initiate group activities like group spelling

test to foster socialization among the learner with learning disabilities. Active participation of students can improve interpersonal relations. Teacher can plan inclusive group activities of social nature so that both isolated and normal popular students can mix with one another.

General Strategies:- The teacher should use multisensory approach to involve the child completely in the teaching-learning process. The teacher can make the teaching material more bold, bigger, louder, colourful, more imaginative, more exciting and interesting. The teacher should make the content relevant to the real life situations. The teacher should make use of concrete material in his presentation. Showing real objects work wonders. The children should be made to touch, feel, manipulate and have direct experience of the concepts which are being presented. Use of music, sounds and graphics can make learning come to life for learning disabilities students. The teacher should follow the principle of simple to complex. The teacher should recognize the positive achievements of children with learning disabilities. They should be assigned some duties and responsibilities. This attitude of teacher will boost up the self-confidence of LD students and enhance their self-esteem.

Check Your Progress -8

Note: (a) Write your answers in the space given below.

(b) Check your answers with the above sub-section

- (i) Enumerate briefly the instructional approaches that would be appropriate for teaching backward children.

- (ii) State briefly the methods that can be used to meet the learning needs of learning disabled children.

5.6.7 Educational Provisions for Delinquent Children

Quality Educational Provision: The close interaction between the teacher, the taught and the parents can be promoted, which is absolutely essential to remedy bad habits that the children learn in bad company. The teacher should provide conducive environment of teaching- learning process and integrated personality development. The teacher should provide curriculum, learning materials and methods of teaching as per the mental ability, interests and aptitude of the students. Adequate group experiences through hobby clubs, students' council, scouts and guides should be provided to the delinquents. Schools should make provision for co-curricular activities, recreational activities so as to provide necessary release to the pent up energy. Organized recreation does provide opportunities for children to succeed in areas outside school and home and to spend a portion of time outside school and home constructively.

Re-education: Besides the regular schooling, the delinquent children can be given effective education on moral and ethical values, sex education, social responsibilities and religious practices so as to develop positive social values among them.

Provision for catharsis: The delinquent children are characterized by their repressive feelings which they suppress. Appropriate opportunities can be provided for the free expression of their thought and action (like participation in play or some artistic endeavour). Such children find expression of hostility and aggression in creative work, play or mischief etc. These activities provide for the release of pent up emotions.

Vocational Counseling: Young delinquent can be given vocational counseling to enhance his knowledge of career choices, job satisfactions and training requirements for successful employment. The positive attitudes and skills can refine his work situation and can positively affect relationship with others in the society.

5.6.8 Educational Provisions for Emotionally Disturbed Children

Improving Psychological Functioning: As we know that some inner conflicts cause emotional disturbance. The help of some psychologist or psychiatrist must be taken to uncover the underlying inner conflict. This will be an appreciable effort to improve the psychological functioning as well as behaviour and achievement of the child.

Medical checkup: In educational institutions there should be provision for regular medical checkup and follow up.

Integrated curriculum: The curriculum should be based on interests and abilities of the students so that they can derive maximum success and happiness from that. Integrated syllabi should be introduced in schools so that children get opportunities for all round development. Teaching should be organized through projects or creative arts.

Provision for Co-curricular Activities: Children should be engaged in co-curricular activities like games, sports, yoga, N.C.C., NSS, debate, symposia, play, drama, dance, music, drawing, painting etc. so that they can have catharsis of their emotions.

Promoting Self-discipline: Educational activities should be organized to promote self-discipline among children. Students' council, self government etc. should be encouraged in schools.

Attitude and Personality of the teachers: The conduct, personality and behaviour of the teacher should be persuasive. The teacher should be non-authoritarian, open, sympathetic and caring in his approach towards the child. The children should not be ridiculed or scolded on their failure or inability to perform certain tasks. The teacher should make use of reward and praise to develop desirable behaviour. He should not be counter aggressive himself. The teacher should try to impress upon the students with their pleasing personality. The teacher should establish rules for appropriate classroom

behaviour and consequences for inappropriate behaviour. It is appreciable if teacher teaches appropriate behaviours and make the students to practice that everyday.

Co-ordination between Home, School and Community: Very often emotional disturbance is the result of defective home; school and neighbourhood environment. The teacher must understand these negative influences and therefore should try to build rapport with parents, community and school services to achieve the goal of harmonious development of personality of the child.

Provision for Guidance Services: There should be arrangement for personal, educational and vocational guidance in school. The students should have an access to guidance worker for seeking advice on their problems.

Value Education: Education in social, moral and spiritual values should form an integral part of school curriculum. This way the students will get inner strength to overcome the difficulties and adjust to the adverse situations of life.

Developing competencies: The teacher should help the students in developing wide range of competencies and skills. School curriculum should provide for development of physical, interpersonal and academic skills and abilities. Effective study habits can be inculcated to prevent examination frustration. Development of creative skills can help the child in thinking of new solutions in tackling a problem.

Check Your Progress- 9

Note: (a) Space is given below for your answers

(b) Check your answers with the above sub-section

- (i) Enumerate briefly the instructional approaches that would be appropriate for teaching backward children.

(ii)	State briefly the methods that can be used to meet the learning needs of learning disabled children.
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5.7 PLACEMENT SERVICES FOR SPECIAL CHILDREN

Students with special educational needs refer to those with intellectual disabilities, hearing impairment, visual impairment, physical disabilities, autism, spectrum disorders, attention deficit/hyperactivity disorder, specific learning disabilities and/or speech and language impairment, who require special education support. The objective of special education is to provide a conducive learning environment, for students, help them develop their potential to the full, enhance their independence and enable them to become well-adjusted individuals in the community. There are a number of placement options to consider for the children with special needs depending on the child's specific strengths and needs. Successful placement depends upon accurate assessment/identification, adequate teacher training, available of infrastructure, learning resources, coordination and cooperation of the parents and community. The following educational services are available:

- **Placement in regular education classroom or Inclusion**

Regular classroom means a setting in which students are brought together for instructional purposes with program accommodations to meet the diverse and unique needs of each student. Being a part of the regular education classroom is also referred to as Inclusion. Inclusion means that the students with a disability attends a regular education class with same or similar age peers, most of whom do not have a disability. The placement of students with special needs in regular school programme is based on the philosophy of equality, sharing, participation and worth and dignity of individuals. These children have the right to take part in regular school activities and when they do so they have a better chance of developing their full potential. Students with special educational

needs may need the class to be co-taught by a special education teacher, may need a personal care or aide to accompany him or her, or may need modified materials to participate in the class. The regular classroom teacher is provided with materials, equipment and instructional methods that are appropriate to the disabled child. At this level, the direct services of experts may not be required. The expertise of the regular classroom teacher may be sufficient to meet child's needs. Usually speech handicapped, mildly mentally retarded, learning disabled, orthopaedically handicapped, visually impaired children who can work independently with Braille materials and the hard-of-hearing children can be full-time students in regular classroom.

- **Full time placement in a regular classroom with special education consultation:** Here the differently abled child is a full time student in a regular classroom. The regular teacher uses special materials and equipment to teach the differently abled child. But he may need consultation with the special education teacher. The special education teacher helps the regular teacher for selection and use of special materials, equipment and methods.
- **Full -time placement in a regular classroom with provision of itinerant special educator service:** In this system of placement, the differently abled child is a full-time student in a regular classroom, but he gets the services of a teacher who moves from school to school on a planned schedule and works directly with differently abled children either individually or in small groups. He provides specialized instruction to the abled child once or twice in a week and advises the regular teacher in the use of materials, equipment and methods. This type of placement service can be used in rural areas where schools are at distant places and have less enrolment to have full-time resource teachers.
- **Full time placement in a regular classroom with provision of a resource room/resource teacher:** In this set up, the differently abled child is enrolled in the regular classroom. But he receives specialized instruction from a resource teacher in the resource room. The length and frequency of specialized service depend on the severity of his problems. The resource teacher provides such

instruction in the special classroom. The child returns to the regular classroom and participates in regular classroom activities in music, art and physical education for the rest of the day.

- **Placement in Resource Room or Part time special Education Environment** Often, the special education needs child may receive services in a combination of environment, for example when he attends a regular education classroom for a part of the day, and a special education classroom for certain subjects. For example in some academic subjects where the students may need more assistance than can be provided in the regular education classroom, they may benefit from being outside of the regular education classroom for some part of the day. These students may attend a resource room or academic support classroom for the part of the day and attend a regular education classroom for the remainder of the day. In such a placement, the teacher in the regular education setting typically has not received specialized training that would be required for students with complex support needs. The teacher in the resource room or academic support classroom will have specialized training in working with students who need more specialized equipments, modifications or adaptations.
- **Full time placement in a self contained classroom** Full time placement in a self contained classroom for education means that the students will be placed with other students with disabilities for the majority of the school day. These classrooms may be disability specific or may integrate students with different disabilities. These classes are taught by special education teachers who have specialized training in working with students with disabilities. The teachers may require the services of an assistant teacher. Often students placed in full time special classroom have the opportunities to interact with students in regular classroom environment. These children may attend specials, such as music, art or recess or lunch with students in regular education.
- **Full time special school placement:** Special schools provide full day comprehensive special education service for students with disabilities. The

special schools usually cater to special needs of children with specific category of disability. These schools have special equipments for attending to their needs and education. Special schools are generally much smaller than public schools. Teachers and staff in special school have more experience and specialized training students with disabilities than teachers and staff in public schools. Children placed in such schools return to home after the school timings. Special schools are expensive to run. In India, there are special schools for blind, deaf, dumb and mentally retarded children.

- **Full-time placement in a residential school:** This type of service is most commonly provided stay in residential schools separated from blind, totally deaf and dumb and extremely retarded children. In this arrangement differently abled children receive twenty four hour care in the boarding school. They are separated from their parents, siblings and the community. But they can visit their homes during vacation and on weekends. In residential schools children receive academic instruction in addition to training in social skills, communication skills, self-help skills, etc.

Special education services in the days gone by were much more restrictive and much less effective than these are today. Now-a-days placement of mildly and moderately differently abled children in least restrictive and the most efficient environment of the regular classroom is becoming more customary.

5.8 LET US SUM UP

Well students, we have come to the conclusion of this lesson. In this lesson, you have studied the concept of exceptional children, types of exceptional children and characteristics of each type of exceptional children. You have come to know that exceptional children are those who deviate from the average child in mental, physical, social, emotional characteristics to such an extent that they require a modification of school practices or special educational services in order to develop to their maximum capacities. Thus mentally retarded, gifted, creative, slow learner, learning disabled, physically handicapped, emotionally disturbed and delinquent are called exceptional children. Each type of exceptional children has special characteristics. The need for

special education and training arranges for exceptional children and it is felt that these children cannot be taught by normal education methods and systems. A blind child due to his blindness can neither read or write in a normal class, nor can he take part in other activities with normal children. A gifted child may be disinterested in a normal class and on the other hand a backward child may be lacking in confidence and suffer from inferiority complex due to constant failure in class. An emotionally disturbed or socially maladjusted child may create problem in a class. Therefore, it becomes necessary to give different kinds of education and treatment to these special children, so that they can develop their abilities in accordance with their potentialities and special characteristics. Gifted children should be provided with stimulating environment. They need diversified courses, individual attention and participation in co-curricular activities to excel in the area of their talent. Creatives should be taught by methods which lay emphasis on divergent thinking, originality and problem solving. Classroom environment should be non-authoritarian with freedom to express and diverse.

Children with different types and levels of physical handicaps will require educational provisions matched with their needs. Children with severe handicaps should be given education and training in special schools by specially trained teachers. Children with mild to moderate handicaps can be educated in general schools with modifications/adaptation in teaching methods and materials. Mentally retarded with IQ ranging between 50-75 are capable of being benefitted by special training in reading writing and arithmetic. Children with IQ 25-50 can learn to read and write with great effort and are to be given training in unskilled work. Mentally retarded can be best taught through concrete experiences, playing method, audio-visual aids and action oriented teaching.

The backward children can be grouped in special class where they can be taught special learning materials by project method, drill and direct experiences. Remedial instruction is the best strategy for teaching learning disabled children. Remedial teaching can be given through systematic planning, individualized instruction or tutoring in one-to-one or small group situations. Multisensory approach can be used to involve children completely in the teaching-learning process.

For education of the delinquents, the school should provide diversified curriculum, democratic discipline, varied instructional techniques, guidance services, co-curricular activities and social, moral and spiritual education. The state should strengthen youth service organizations like scouts and guides, bal-niketans, juvenile homes where delinquents can be kept for reforming their behaviour.

The Education of the emotionally disturbed children should be based on their interests and abilities, Educational activities should be so organized that enhance the self-concept of the children. There should be provision for co-curricular activities, social, moral and spiritual education and guidance services. The teacher should have pleasing personality and help students to develop wide range of competencies and skills.

5.9 LESSON END EXERCISE

1. Who are exceptional children? Discuss the characteristics of exceptional children.
2. What do you mean by exceptional children? Classify the various types of exceptional children.
3. Define exceptional children. Describe the types of exceptional children.
4. Who are physically disabled children? Explain the characteristics of physically disabled children. How will you organize education of such children?
5. Define gifted children. Discuss the features of gifted children. What educational techniques will you use for their education in schools?
6. Who are delinquent children? Explain their characteristics and educational provisions most suitable to them.
7. Define learning disabled children. List their characteristics. Write a note on programme of education most suitable to them.
8. Who are emotionally disturbed children? Write their characteristics in detail.

5.10 SUGGESTED FURTHER READINGS

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**EDUCATION OF THE INTELLECTUALLY DISABLED
(MENTALLY RETARDED) CHILDREN**

6.0 STRUCTURE

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Concept of intellectually disabled children.
- 6.4 Meaning, classification & etiology of intellectually disabled children
- 6.5 Identification of intellectually disabled children
- 6.6 Educational Provisions for intellectually disabled children.
- 6.7 Let Us Sum Up
- 6.8 Lesson End Exercise.
- 6.9. Suggested Further Readings.

6.1 INTRODUCTION

Intellectual impaired is one of the major areas of special education. Children are characterized by low intelligence in comparison with normal children and there are various degrees of this retardation. Alfred binet (1905) was assigned this problem by ministry of education in France suggested a method for grading intellectual impaired

Binet, (1908) introduced the concept of 'Mental age' based upon the idea that the majority of the children of a particular age are of normal intelligence and they have a mental level approximating that age, which mental level could be termed as their 'mental age'. If some child falls short in his/her performance of certain tasks, from the performance of the majority of the children of his age, he/she is said to have a lower mental age.

For example if a child of eight years had his performance on certain adequately determined tasks equal to that of the majority of the 6 years old then he had the mental age of 6 years. So intellectual impaired individuals are those deficient in general intellectual ability that their inability to take care for themselves with disruptive behavior.

Early history provides an excellent example of how retarded or other handicapped persons were exploited or became victims of cruel practices. For example, the Spartan of Greece believed that only the strong should survive, therefore they abandoned anyone who was handicapped (Kanner, 1964). The Romans on the other hand found the retarded to be amusing and many families of the ruling class kept such people in their homes as court jesters- a practice that continued into the early history of both France and Germany (Kanner, 1964).

During the late 18th century and into the 19th century, some of the first attempt to educate handicapped persons was made. Marie Itard (1774 - 1838) a medieval doctor, greatly influenced the field of special education through his work with a wild boy who was found in the woods near Aveyron in France. Itard believed that through systematic training Victor's mental deficiency could be eliminated (Kanner, 1964). Thus the field of intellectual impaired has undergone number of exciting changes.

6.2 OBJECTIVES

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

- explain concept and meaning of children with intellectual disability,
- explain etiology, classification and prevention of intellectually disabled children,
- identify children with intellectual disability, and
- describe educational provisions for intellectually disabled children.

6.3 CONCEPT OF INTELLECTUALLY DISABLED CHILDREN

Mental retardation also known as intellectual disability is a disability that reflects not simply the biological mechanisms but also the contexts and environment in which the individual functions and receives a variety of types of necessary supports, the interactions between the environment and the individual and the outcomes of such interactions with regard to independence, relationships, contribution to and participation in society and personal well being.

Intellectual Disability is not a disease or a single entity. It is rather a term applied to a condition of retarded mental development present at birth or in early childhood and is characterized mainly by limited intelligence combined with difficulty in adaptation. It is not primarily a medical problem but it is an educational, psychological and social problem. Intellectual disability is an impaired mental ability. A child with intellectual disability learns more slowly and at maturity, his capacity to understand will be significantly less than normal. He finds difficulty in learning, social adjustment and economic productivity. Intellectual disability is not just confined to intellectual retardation. It may influence all aspects of human functioning including speech, language development, hearing and visual functioning as well as muscular co-ordination. Quite a number of children with intellectual disability have seizures from time to time. However, children with intellectual disability, particularly those with milder forms of retardation have retained considerable educational and training potential which needs to be developed through appropriate education and training.

Adaptive skill areas evaluated in diagnosing Intellectual Disability

- a. Communication
- b. Self-care
- c. Home living
- d. Social skills
- e. Community use
- f. Self-direction
- g. Health and safety
- h. Functional academics
- i. Leisure
- j. Work

Intellectual disability is one of the conditions, found most difficult to define, since many a time the persons affected may not have a conspicuous symptom. They are either identified and/or diagnosed incorrectly. Historically, the persons affected by Intellectual disability have experienced varied treatments ranging from abandoning them (in early years) to providing them (present day) equal opportunities like non-disabled persons. The definitions have changes based on the trend of the day.

6.4 MEANING, CLASSIFICATION & ETIOLOGY OF INTELLECTUALLY DISABLED CHILDREN

Meaning

Mental retardation has been known for centuries and different terms have been used to explain it. Early in twentieth century, terms 'moron', 'imbecile', and 'idiot' explained the three level of retardation. During the 1940's the term 'feeble minded' was used. In recent years terms like 'mental sub normality' and 'developmental disability' are being used.

Until the twentieth century, retardation was defined in terms of an individual's inability to meet the minimal demands of society. In 1905, Alfred Binet developed a method of identifying students who could be expected to fail in the regular school curriculum and who therefore required special instructional programs, which was translated and used in the USA by Henry Herbert Goddard. Terman's 1916 edition of the Standard Binet Intelligence scale was quickly adopted as a standardized, objective, norm-referenced way of identifying retarded children. IQ became a standard for classification of Intellectual Disability. However, David Wechsler, who devised a series of intelligence tests, warned against the rigid use of intelligence test scores as the sole criterion for diagnosing retardation.

According to A.F. Tredgold (1937) : Mental retardation is a state of incomplete mental development of such a kind and degree that the individual is incapable of adapting himself to the normal environment of his fellows in such a way to maintain existence independently of supervision, control, or external support.

R. A. Heber (1959/1961): Mental retardation refers to sub-average general intellectual functioning which originates during the development period and is associated with impairment in adaptive behavior. (Published by AAMD in 1959 and 1961)

- Sub-average Intellectual Functioning: one or more standard deviations (SD's) below the mean. (An IQ score of 85 or below)
- Adaptive Behavior: adaptation to the demands of the environment.
- Developmental Period: birth to age 16

H. J. Grossman (1973): Mental retardation refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the development period. (Published by AAMD in 1973)

- Sub-average Intellectual Functioning: at least two standard deviations below the mean (current functioning - not permanent status). (An IQ of 70 score or below)
- Adaptive Behavior: Inability to meet the standards of personal

independence and social responsibility expected of his/her age level and cultural group.

- Developmental Period: birth to age 18.

H. J. Grossman (1983): Mental retardation refers to significantly sub-average general intellectual functioning resulting in or associated with concurrent impairments in adaptive behavior and manifested during the developmental period. (*Published by American Association on Mental Deficiency AAMD in 1983*)

Luckasson et al. (1992): Mental retardation refers to substantial limitations in present functioning. It is characterized by significantly sub-average intellectual functioning, existing concurrently with related limitations in two or more of the following applicable adaptive skill areas: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work. Mental retardation manifests before the age of 18. (Published by **AAMR** in 1992)

Luckasson et al. (2002) : Mental Retardation is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills. This disability originates before the age of 18. (*Published by American Association on Mental Retardation AAMR in 2002*)

Scholork et al. (2010): Intellectual disability is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18. (*Published by American Association on Intellectual and Developmental Disabilities AAIDD in 2010*)

Persons with Disabilities (PWD) Act, 1995: Mental Retardation means a condition of arrested or incomplete development of mind of a person which is specially characterized by sub-normality of intelligence.

International Classification of Diseases (ICD 10) and World Health Organization (WHO): A condition of arrested or incomplete development of the mind, which is especially characterized by impairment of skills manifested during the

developmental period, skills which contribute to the overall level of intelligence, i.e., cognitive, language, motor, and social abilities. Retardation can occur with or without any other mental/physical disorder.

Diagnostic and Statistical Manual of Mental Disorders (DSM- V): Intellectual Disability (Intellectual Developmental Disorder) is a disorder with onset during the developmental period that includes both intellectual and adaptive functioning deficits in conceptual, social, and practical domains

Rights of Persons with Disabilities (RPD) Bill 2011 : Intellectual Disability' refers to a disability characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior, which covers a range of everyday social and practical skills.

Classification

Most professionals classify persons with mental retardation on the basis of the severity of their problems, which are indicative of the degree of retardation.

The various types of classifications are

- Medical classification.
- Psychological classification.
- Educational classification.

1. Medical classification:

Medical professionals classify persons with mental retardation on the basis of causative factors. These include:

- Chromosomal abnormalities
- Genetic cause
- Infection and intoxication
- Metabolic/nutritional disorders

- Trauma
- Environmental causes
- Psychiatric causes
- Unknown causes

2. Psychological Classification

This method uses IQ as the basis of classification. The IQ of persons with mental retardation may range from less than 20 to 70 or 75, depending on the extent of damage to the brain. Based on the IQ, people with mental retardation are classified as having 'mild', 'moderate', 'severe' and 'profound' levels of mental retardation. This classification is internationally accepted.

The higher the IQ, the lower is the difference between actual (chronological) age and mental age, and the more appropriate will be the child's behaviour to his age.

The psychological classification based on IQ is as follows:

Level of severity	IQ Range
Mild mental retardation	50 to 70 IQ range
Moderate mental retardation	35 to 49 IQ range
Severe mental retardation	20 to 34 IQ range
Profound mental retardation	Below 20 IQ range

3. Educational Classification:

Another method of classifying people with mental retardation is based on the extent to which they can benefit from education. Earlier educators used the terms 'educable', 'trainable' and 'custodial' to indicate till what level one would expect the child to benefit from education.

Thus a person with mild mental retardation is 'educable', a person with moderate to severe mental retardation is 'trainable', whereas a person with profound mental retardation needs 'custodial' care.

Those who need to be totally taken care of for all their needs are called custodial because they are under custody; those who can be trained in certain semi-skilled or unskilled jobs are called trainable (TMR) those who can be educated in the basic functional literacy are called educable (EMR).

The most recent classification system advanced by the American Association on Intellectual disability (1992) shows a significant change. Under the old system the classification of intellectual disability as to mild, moderate, severe and profound depended upon an intelligence test score. Under the new system, once the child is determined to have intellectual disability, the emphasis shifts from the intelligence score to the intensity of support services required.

The AAMR recognizes four levels of support services: intermittent, limited, extensive, and pervasive, which are shown below.

- **Intermittent:** Support on an "as needed basis". Characterized by episodic nature, person does not always need the support(s), or needs only short term support during life span transitions (e.g. job loss or an acute medical crisis). Intermittent supports may be high or low intensity when provided.
- **Limited:** Intensity of support characterized by consistency over time and time limited but not of an intermittent nature, which may require fewer staff members and less cost than more intense levels of support (e.g. time - limited employment training or transitional supports during the school to adult period).
- **Extensive:** Support characterized by regular involvement (e.g. daily) in at least some environments (such as work or home) and not time-limited (e.g. long-term support and long- term home living support).
- **Pervasive:** Support characterized by constancy and high intensity: provided across environments with a potential life sustaining nature. Pervasive supports

typically involve more staff members and intrusiveness than do extensive or time-limited supports.

ETIOLOGY

Mental Retardation occurs when the brain is damaged due to injury, infection or delivery complications in the mother. Sometimes genetic factors also can be responsible. Listed below are causes and corresponding steps for prevention across pre-natal (before delivery), peri -natal (during delivery) and post - natal (after birth of child) period :

Pre-natal stage (before delivery)

- Conceiving the child at very young or old age.
- Poor nutrition of expectant mother.
- Family history with mental retardation (genetic inheritance).
- Repeated pregnancies and increasing birth order.
- Medication during pregnancy.
- Exposure to radiation like X-Rays in first 3 months of pregnancy.
- Contracting infections like German Measles and tetanus.
- Occurrence of fits, high blood pressure during pregnancy.
- Over exertion, accidents and injury during pregnancy.
- Consumption of alcohol, drugs and tobacco.

Prevention

- Best period for child bearing is between 20 - 30 years of age.
- Maintain good maternal nutrition before and during pregnancy of expectant mother.

- Avoid marriages within close relatives particularly when there is a history of mental retardation in the family.
- Restrict family size and follow family planning methods for spacing adequately between pregnancies.
- Medicines should be consumed only by seeking qualified health professionals prescription.
- Let any abortion be administered under qualified doctor's supervision, only with 6 weeks of conception.
- Exposure to X-Rays should be avoided during first 3 months of the pregnancy.
- Ensure immunization is administered on expectant mother during pregnancy against German measles and Tetanus appropriately.
- Constant monitoring of high blood pressure and fits under qualified medical practitioner, in order to prevent its occurrence.

Peri -natal stage (during delivery)

- Prolonged or difficult labour.
- Excessive bleeding or loss of placental fluids before delivery.
- Caesarean section due to complications.
- Delayed birth cry or respiratory distress.
- Wrong faetal position in Mother's womb such as babies born with feet first instead of head during delivery.

Prevention

- Delivery must be conducted by qualified health professional.
- Immediately after birth the airway must be cleared. In case the baby is

blue then he/ she must be put on oxygen immediately.

Post - natal stage (after birth of child)

- Poor nutrition (40% of causes in post natal category are preventable by giving or monitoring appropriate nutrition).
- Contraction of infections of the brain such as meningitis and encephalitis, jaundice or food poisoning.
- Over - dosage or delay / lack of immunization.
- Head Injuries or Accidents.

Prevention

- causes need to be detected early for necessary treatment by consulting a qualified medical practitioner immediately

Check Your Progress-1

(a) Space is given below for your answers

(b) Check your answers with the above sub-section

1. Define Intellectual Disability. Restrict your answers to Forty words.

2. Give classification of Intellectual Disability.

3. Enlist causes of Intellectual Disability.

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6.5 IDENTIFICATION OF INTELLECTUALLY DISABLED CHILDREN

Children with intellectual disability can be identified through these below mentioned characteristics

A) Clinical / Medical Characteristics:

Children with intellectual disability usually look like any other children but some may have distinct features like -

- Small or Large head
- Small stature
- Protruding Tongue
- Blunt features
- Drooling
- Cannot walk with good co- ordination.

B) Behavioural Characteristics:

Brain damage results in skill deficit, which in turn causes challenges in acquiring age- appropriate behaviours, sometimes even manifesting maladaptive behaviours like

- Slow in response
- Unable in making decisions
- Difficulty in completing a task uninterrupted even for a short duration
- Susceptible to aggressive reaction when demands are not met immediately
- Difficulty in remembering

- Difficulty in attending to their self - care needs
- Difficulty in complying with group game rules or social norms
- Difficulty in negotiating skills

C) Educational Needs: Delay in Development is a characteristic feature such as -

- Slow Reaction
- Slow in understanding and learning
- Poor attention
- Lack of concentration
- Short tempered
- Poor memory
- Lack of co-ordination poor motor development
- Slow in speech development

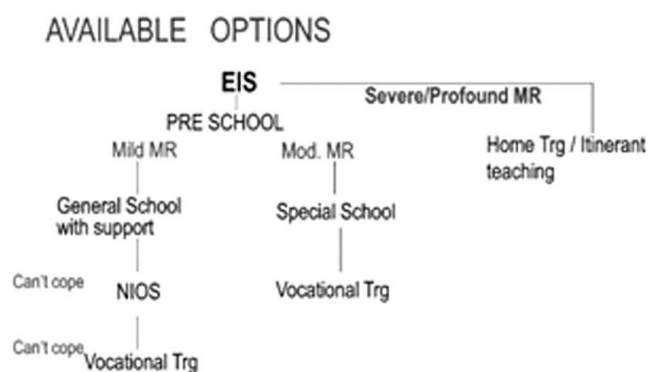
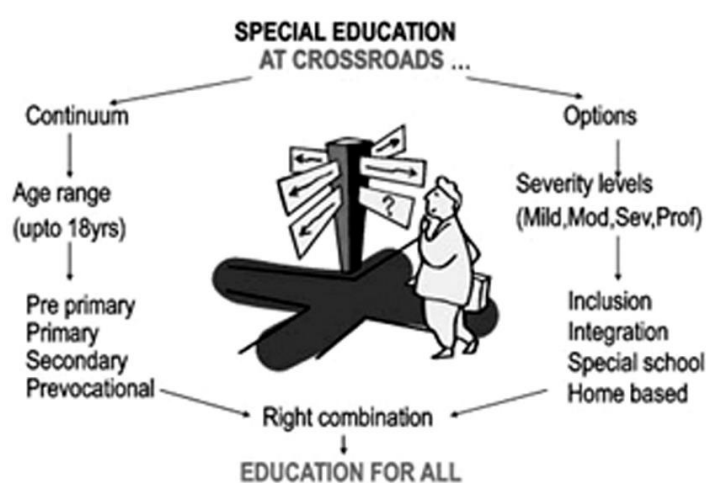
6.6 EDUCATIONAL PROVISIONS FOR INTELLECTUALLY DISABLED CHILDREN

Education is a powerful instrument of social change, and often initiates upward movement in the social structure thereby, helping to bridge the gap between the different sections of society. The educational scene in the country has undergone major change over the years, resulting in better provision of education and better educational practices. In 1944, the Central Advisory Board of Education (CABE) published a comprehensive report called the Sergeant Report on the post-war educational development of the country. As per the report, provisions for the education of the handicapped were to form an essential part of the national system of education, which was to be administered by the Education Department. According to this report, handicapped children were to be sent to special schools only when the nature and extent of their defects made this

necessary. The Kothari Commission (1964-66), the first education commission of independent India, observed: "the education of the handicapped children should be an inseparable part of the education system." The commission recommended experimentation with integrated programmes in order to bring as many children as possible into these programmes (Alur, 2002). The government's agenda to universalize elementary education, and its commitment to the Directive Principles of the Constitution, are guided by the recognition that a new universal system of education should be based on equity, the redressal of past imbalances, and the provision of access to quality education, especially for marginalized groups.

Until the 1970s, the policy encouraged segregation. Most educators believed that children with physical, sensory, or intellectual disabilities were so different that they could not participate in the activities of a common school (Advani, 2002). Christian missionaries, in the 1880s, started schools for the disabled as charitable undertakings (Mehta, 1982). The first school for the blind was established in 1887. An institute for the deaf and mute, was set up in 1888. Services for the physically disabled were also initiated in the middle of the twentieth century. Individuals with mental retardation were the last to receive attention. The first school for the mentally challenged being established in 1934 (Mishra, 2000). Special education programmes in earlier times were, therefore, heavily dependent on voluntary initiative. The government's (Department of Education) initiatives after independence were manifested in the establishment of a few workshop units meant primarily for blind adults (Luthra, 1974). These units later included people who were deaf, physically impaired, and mentally retarded (Rohindekar and Usha, 1988). While some provisions existed in the states, it was considered the best course to assist and encourage voluntary organisations already working in the field. The welfare approach continued in government programmes. Support was provided to voluntary organisations for the establishment of model schools for the blind, the deaf, and the mentally retarded. The government set up the National Library for the Blind, the Central Braille Press, and employment exchanges for the disabled. It also made provisions for scholarships, for prevention and early identification of disabling conditions, for the development of functional skills, and for aids and appliances for the disabled.

It is clear that every child with Mental Retardation during school age e.g. 3 + to 18 years has placement options in special and regular school models. However it is also a fact that more the degree of disability more is the link with home rather than school alone. This implies that family has a major role in training child educationally. It varies in terms of physical age combination with developmental status and degree of disability, as to what is suitable for educational placement for the child



As shown in the figures, the decision to select placement is complex because of permutations and combinations on account of child's physical age, developmental ability and degree of disability. Therefore, parents and teachers often have difficulty in

making appropriate placement plan. It is highly individualistic and need based, unlike the case with non-disability group which has age as common criteria. Range of options though available, the decisions are at crossroads throughout educational phase. For students with mild mental retardation, their entry can be on par with other children at 3 years in pre-school. They often fall back at UKG, by getting detained due to delay in comprehension of academic concepts, language and writing delay. This calls for resource teacher's support to help child cope with special and adapted methods. If student has moderate mental retardation, then inclusion gains will be seen more in social domain rather than in academic area. This requires a combination of placement part time in special and regular schools. In case of child with severe or profound mental retardation, it requires placement at home dominantly and part time in special school. In short decisions must be based on combination of above listed three factors from stage to stage shift in schooling levels. Every child's educational needs will be unique and curriculum and placement options vary individually. It is important to seek expert advice before placing the student. However with the coming of Right To Education, all children would have to be placed in regular schools, some with more levels of support, whereas others with minimal support.

Early Intervention and School Readiness:

A child with delayed development below 6 years has development evolving and does not reach intellectual maturity. Therefore the term "Delayed development", rather than label them as mentally retarded. IQ related assessment and diagnostic terms are assigned as Mental Retardation on after 6 years of age. Hence the term Intellectually Disabled is also referred in place of term Mental Retardation, which now internationally refers as Intellectually Disabled. However when a child is identified with developmental delays, irrespective of degree or form of delay an umbrella term is referred, e.g. Child with Developmental Delay. In case the delay is only suspected due to pre-natal or natal history, then if there is expected risk in early years that child may show, but not yet confirmed with developmental delay, then the condition is called "At-Risk" condition. In all above listed conditions, Early Identification is commonly required to help child prevent secondary effects and provide Early Intervention without delay. For required help, the NIMH Publication for screening and identifying

developmental delay is helpful for school readiness training. This publication provides assessment and programming guidelines that are suitable for age groups 0-3 years under home based education and for developing pre-academic skills for 3-6 years children, who fail entry into regular preschool, because of their developmental challenges. Children if provided early intervention before age of 2 years, have the potential to build their abilities on residual potential. Parents and Teachers need to form close co-operation between school and home. Most of early intervention / programs run only 2-3 hours a day and permit family members to accompany the child. Common models are play schools, crèche, pre-schools, Montessori schools, kindergarten schools. It is strongly recommended that family members, including their Parent, siblings, other significant care takers in family, may be permitted. This scope helps child feel at home, particularly when they come out of secure homes. Curriculum during early years includes pre-academic training. Pedagogy selected is translated into short timed routines, taking not more than 2-3 hours. Home environment and neighborhood play an important role of social agents. Time table focuses on flexible routines using play way method. Most of the instruction varies from individual to small group instructions. Major emphasis is on giving stimulation to develop sensory-motor skills. Students here are provided practical tasks, from all domains. Early indicators often reported by pre-school teachers are also listed for identifying young children with intellectual disability during pre-school years. A pictorial time table, can help students comprehend classroom routines, particularly when they lack ability to read and write at pre-school level, as their cognitive functioning is still at pre-reading, pre-writing and pre arithmetic level.

Special School:

This a referral recommended for students from early years to 18 years, in case developmental delay is confirmed. Children who have confirmed Mental Retardation in accordance to combination of physical age, mental age and ability to socialize can benefit in this placement. Assessment is administered using criterion based tools, such as MDPS and FACP. As functional demands on an individual are drawn from cultural and social context, child's environment plays a very important role. This aspect of functional potential to be developed alongside with academic potential is

very characteristic in children with Mental Retardation. Teachers in regular schools therefore, need to collaborate with trained resource teachers in inclusive settings to incorporate functional approach along with academic planning of instructional program for child with Mental Retardation in special school placement. Functional training takes the front seat when compared to cognitive training, unlike regular school setup.

Pre-School Level: Curriculum aims at developing personal, social and communication skills with involvement of sensory-motor participation in play-way pedagogy.

Primary: Once the group achieves basic competence in personal, social and communication skills, in primary curriculum emphasis is laid on introducing cognitive training through concept teaching, social skill application in shared small group routines and practical activities to improve their eye-hand and motor co-ordination to enhance self reliance on day-to day basis.

Secondary: As this age group deals with pre-adolescent age, preparation for total self-reliance, impersonal, social and community orientation is the major concern. Functional self- reliance, is now transferred in small to large group activities. Here students are taught functional academics that help their survival and applied skills in community.

Pre-vocational: This stage focuses on training to prepare students for work life. Functional academics, personal care in grooming and sexual health, personal hygiene for health safety and social relationships ranging from home, school, community and work place is covered for their adaptation. Independence in using community facilities is incorporated as preparation for work life.

Home Based Education:

This model of educational training is applicable for very young children who are still bonded with parents due to their dependency for personal needs, those children who have severe or Profound Mental Retardation and need supervision for fulfilling their routine personal needs on account of their limitations due to severity of mental retardation. For such children, a case history with Home based IEP for individualized attention will help rehabilitate. Gradually after individual level support, these children

can then be appropriately shifted to either regular pre-schools or special schools, based on the disability level, their age and ability. Prevalence studies have estimated that 75% of persons with Mild Intellectual Disabilities are a dominant group and can benefit in regular educational placement, what is called inclusive settings in regular schools. Only 25 % require specialist support of Special Education. This suggests that inclusive schools need to incorporate model of Resource Room that will suffice educational adaptation for including children with mild mental retardation.

Integrated Education :

In the 1970s, the government launched the centrally sponsored scheme of Integrated Education for Disabled Children (IEDC). The scheme aimed at providing educational opportunities to learners with disabilities in regular schools, and to facilitate their achievement and retention. The objective was to integrate children with disabilities in the general community at all levels as equal partners to prepare them for normal development and to enable them to face life with courage and confidence. A cardinal feature of the scheme was the liaison between regular and special schools to reinforce the integration process. Meanwhile, the National Council of Educational Research and Training (NCERT) joined hands with UNICEF and launched Project Integrated Education for Disabled Children (PIED) in the year 1987, to strengthen the integration of learners with disabilities into regular schools. An external evaluation of this project in 1994 showed that not only did the enrollment of learners with disabilities increased considerably, but the retention rate among disabled children was also much higher than the other children in the same blocks. The IEDC scheme provides for a wide range of incentives and interventions for the education of children with disabilities. These include preschool training, counselling for parents, allowances for books and stationery, uniforms, transport, readers and escorts, hostel facilities, and other assistive devices. The scheme provides one special teacher for every eight children with disabilities, community involvement, and a resource room in a cluster of eight to ten schools. A number of voluntary organisations are implementing the scheme in the various states.

Inclusive Education

The National Curriculum Framework for School Education (NCFSE) (2000), brought out by the NCERT, recommended inclusive schools for all without specific reference to pupils with SEN as a way of providing quality education to all learners. According to NCFSE: Segregation or isolation is good neither for learners with disabilities nor for general learners without disabilities. Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices (NCERT, 2000). The NCFSE also recommended definitive action at the level of curriculum makers, teachers, writers of teaching-learning materials, and evaluation experts for the success of this strategy. This precipitated a revision of the IEDC scheme.

The Draft Scheme on Inclusive Education prepared by the MHRD (2003) uses the following definition: Inclusive education means all learners, young people-with or without disabilities being able to learn together in ordinary preschool provisions, schools, and community educational settings with appropriate network of support services (Draft of Inclusive Education Scheme, MHRD, 2003). Inclusion means the process of educating children with SEN alongside their peers in mainstream schools. The feasibility of inclusion of such children in schools, however, has been an issue that has been discussed and debated extensively at various national and international forums.

Check your Progress 2

Note : (a) Space is given below for your answers

(b) Check your answers with the above sub-section

1. What is integrated education?

2. What is inclusive education?

3.	How will you identify children with intellectual disability?

6.7 LET US SUM UP

Intellectual Disability' refers to a disability characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior, which covers a range of everyday social and practical skills.

Intellectual disability occurs when the brain is damaged due to injury, infection or delivery complications in the mother. Sometimes genetic factors also can be responsible. Children with intellectual disability have skill deficits which are manifested corresponding to the severity and level of intellectual disability. Severity refers to the degree of damage to the brain and level refers to the level of potential a Person with Intellectual Disability has for learning from training support.

Many students with special needs either go to regular schools or to special schools for education. There are others who, because of the severity of their conditions, are educated at home through community-based rehabilitation services. Finally, there may be some children enrolled in open learning or non-formal or alternative systems of education. Wherever children are enrolled, the crucial issue in the development practices is to meet the educational needs of children and this requires resources. The need for resources to facilitate effective teaching may vary from school to school. However, it is generally believed by teachers that they definitely require the resource support of a special educator to assist them in providing equal opportunities to students with SEN.

6.8 LESSON END EXERCISE

1. Expand the term ID
2. Expand the term PWD
3. Intellectual disability refers to a disability characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in... ..,
4. Mental Retardation occurs when the brain is damaged due or delivery complications in the mother
5. Based on the IQ, people with mental retardation are classified as having 'mild', 'moderate', '.....' and '.....' levels of mental retardation.
6. Explain concept and meaning of children with intellectual disability.
7. Explain etiology, classification and prevention of intellectually disabled children.
8. Describe educational provisions for intellectually disabled children.

6.9. SUGGESTED FURTHER READINGS

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BACKWARD CHILDREN

7.0 STRUCTURE

- 7.1 Introduction
- 7.2 Objectives
- 7.3 Concept of backward children
- 7.4 Etiology of backward children
- 7.5 Identification of backward children
- 7.6 Educational Provisions of backward children
- 7.7 Let Us Sum Up
- 7.8. Suggested Further Readings.

7.1 INTRODUCTION

Dear students, in lesson no.6, you were introduced to the concept of intellectually disabled children, their classification, causes of intellectual disability, ways of identifying intellectually disabled and educational provisions for intellectually disabled. In this lesson, you shall study about another category of special children i.e. 'backward children'.

A state of being below the normally accepted level in learning of things is called backwardness. It is not abnormal which implies the worst level. On the other hand, it is a retrograde measure from the marked level of learning. Such backwardness in a child in most of the contexts make the child feels secluded. Whatever may be the reason for this, the teachers at school as well as the parents at home are expected to know much about children to pay more attention on the issues with the children

The large group of children now to be considered, although not mentally defective in either the intellectual or the social sense, are genuinely lacking in all-around mental capacity or ability. They are misfits in the regular grades in school. These children have been indifferently referred to as backward or retarded children, or laggards, dullards, or dull normal.

7.2 OBJECTIVES

After going through this lesson you will be able to:

- explain concept and meaning of backward children,
- explain etiology of backward children,
- identify backward children, and
- describe educational provisions for backward children.

7.3 CONCEPT OF BACKWARD CHILDREN

Backward children are slow learners. They show inability to progress normally in school work. They are not able to do the work of that class in which they are

placed or even of the class below that. These children normally do not respond to normal school curriculum and to the common methods and procedures of the classroom teacher. A backward child is one whose educational quotient is below 85. The chief feature of backwardness is low level of educational attainment. This may appear in one or two specific subjects or in all the subjects of study. This way backwardness can be specific or general. General backwardness is basically because of dullness or intellectual deficiency. Specific backwardness may not be due to intellectual deficiency but due to some environmental factors such as absence from school, illness, poverty, frequent change of school, defective methods of teaching etc. Backwardness is not merely an educational problem, but equally a personal and social problem that affects learner's personality.

Definitions of backwardness

According to Barton Hall, "Backwardness in general is applied to cases where their educational achievement falls below the level of their natural abilities".

Schonell puts Backward child is "One who compared with other pupils of the same chronological age shows marked ➤➤ educational deficiency."

Burt says, "Backward child is one who in mid-school career is unable to do the work of the class next below which is normal for his age."

The characteristics of backward child are as given below:

- Their learning speed is very slow. They may have problem in abstract thinking.
Their educational attainment is less than their physical and mental abilities.
They are maladjusted.
- They fail to learn from the usual methods.
They often feel depressed in life.
They fail to take advantage of school curriculum.
They have the tendency for anti-social activities.

- They suffer from mental ill-health.
- Their intelligence quotient measured by intelligence test reveals low intelligence.
- They have poor memory which occurs due to lack of concentration.

7.4 ETIOLOGY OF BACKWARD CHILDREN

The etiology for the backwardness with a child may be either within the individual or outside him in the environment. The entire etiology cannot be attributed exclusively to heredity factor or to environmental factor. They are indeed interactive with mutual effect in the following cases

(1) Etiology lying within the individual child:

The child may become backward on account of the factors or things lying within his body structure as:

- Child may have poor health or suffer from physical ailments and chronic diseases etc., and it may obstruct him to harness the actual potential of his natural abilities. ➤
- Child may suffer from some bodily defects like defective vision, faulty hearing, speech defects, left handedness etc. These defects or improper functioning of the body organs, particularly connected with sense organs, may prove a stumbling block in attaining what could have been otherwise expected from him.
- Child may not be utilising his intellectual powers like power of concentration, reasoning, thinking, observation and imagination etc., as he should otherwise do for actualizing his basic potential on account of some defects in his brain system or its functioning or on account of some emotional and psychological pressure generated as a result of his personal and social maladjustment.

(2) Etiology lying in the environment

The external environment may also force the child to turn into backwardness

like:

(a) *Defective home environment*

The uncongenial and improper environment prevailing in a family or home has a negative force in the educational progress of a child. Such negative factors present at one's home may be termed as:

- Tensions, conflicts and quarrels at home between the parents and among the members of the family.
- Improper behaviour with the child due to over protection, negligence, jealousy, rivalry etc.
- Noisy environment and inadequate physical facilities for the study.
- Poverty, illiteracy and intellectual inferiority of the parents or guardians.
- Over engagement of children in household activities or family occupation.

(b) *Defective school environment*

Conditions prevailing in the school with regard to men and material facilities and the child's adjustment to the available school environment contribute much in the attainment of what is allowed to the child by his natural abilities.

The adverse and unfavourable conditions and improper environment lead the child to educational backwardness. These unfavourable conditions and factors may be of the following nature:

- Lack of discipline and poor administration.
- Lack of trained and qualified teachers.
- Lack of material facilities like as of accommodation, furniture, library, laboratory, teaching learning aids and equipments, and other things helpful for co- curricular activities.
- Defective inter-personal relationship among the staff members and students.

- Lack of proper guidance and counselling services.
- Defective curriculum, uninteresting and wrong methods of teaching and lack of proper evaluation system.
- Indifference or improper behaviour of the teacher.
- Lack of proper attention for the regular attendance and supervision of the drill and homework.

(c) ***Other negative social influences***

Apart from the defective home and school environment there may be other negative influences and undesirable forces present in the surrounding school environment of the child.

He may have an adverse and unfavourable neighbourhood, bad company of the playmates and other members of the society and day-to-day quarrels and disturbances perturbing his peace of mind. He may be tempted by what is available in his social environment and may pick up bad habits like smoking, playing cards, gambling, taking drugs, reading improper and cheap literature, seeing too much movies, playing truancy at the school hours and watching excessive T.V. etc.

All these things, perpetuated by the negative environment influences, are quite forceful to affect the whole life style of an individual child including ways of thinking, motivational process and habits of work and studies.

These may divert his attention towards undesirable social activities in place of school studies and thus prove a potent cause for putting the child into educational backwardness.

Check your Progress-I

Note : (a) Space is given below for your answers

(b) Check your answers with the above sub-section

1. Reproduce one definition of backward children.

	<hr/>
	<hr/>
2.	List five characteristics of backward children. <hr/> <hr/>
3.	What is defective school environment? Answer in Thirty words. <hr/> <hr/>

7.5 IDENTIFICATION OF BACKWARD CHILDREN

Identification of backwardness

The teachers at school and the parents at home should play their effective role in identifying the backwardness and giving remedies. The following methods and ways could be employed for identifying backwardness in children:

- Diagnostic tests. The intellectual level of backward child can be assessed by standardised tests of intelligence, both verbal and performance tests.
- Standard tests of sensory perceptions to assess sensory activity, span of perception, auditory perception, speed and accuracy of hand movements etc.
- Assessing emotional characters and temperaments.
- Scholastic tests in school subjects. Standardized achievement tests in various subjects are helpful to form a correct estimate of child's attainment in subjects in comparison to attainment of children of his age.
- Continuous observation of students in the class and at the playground.

After discovering the defects, proper medical treatment or friendly counselling by experts may be given. Home conditions and school conditions may be modified. Wrong parental care and over dominance at home should be totally stopped. Specific care should be taken for specific difficulties whether personal or academic in nature. Alternative curriculum and modified method of teaching may be suggested. Specially trained teachers in children education should handle backward children.

7.6 EDUCATIONAL PROVISIONS OF BACKWARD CHILDREN

Remedy and treatment of backwardness is always dependent upon the nature and extent of backwardness present in a particular child and the diagnosis of the probable causes for such backwardness.

Children may differ in terms of the nature, extent and possible causes of their backwardness; therefore it is unwise to plan for any uniform remedial education for all of the backward children. Every case of backwardness must be treated as a unique case and therefore tackled with specific individual care and attention depending on the nature and causes of backwardness. Let us illustrate some such remedial measures.

For the cases where backwardness is caused on account of some specific physiological and sensory defects, the remedy lies in the proper rectification of these defects, for example a child suffering from defective eye sight, speech or hearing impairment may be properly treated for overcoming these defects.

For the cases where defective home environment plays a role in making a child backward, it may need the counselling of the parents or members of the family or placing the child into a suitable environment providing desired love, affection and security or providing necessary economic help, social and emotional support to the child and members of the family.

Evil effects of the neighbourhood and other social agencies need also to be checked. It should be well cared that the child should not fall prey of the bad company and unsocial elements. In case he becomes a victim, then effort should be made to get him freed from the evil influences. School environment should also be so designed as to help the child in his proper adjustment. Most of the backward children are often

victims of what goes inside the school.

Care should be taken for making environment of the school quite healthy and congenial for the task of effective teaching and learning by taking due notice of the cases of indiscipline, truancy and non-attendance.

Provision should be made for maintenance of proper progress record and keeping the students and parents informed about the same.

Besides above mentioned remedial measures the teacher should keep in mind the followings for education of backward children.

- **Short and Simple Method of Instructions**

Educationally backward children require short and simple methods of instructions based on concrete living experiences with concrete materials.

Verbal instructions must be reduced. Excursions, play activities; dramatization or even games should be introduced specially for these children.

- **Retention of Self-Confidence**

Habits of success must be developed if the child is to retain the self-confidence which is so vital for him/her. The teachers should lead him/her very slowly, making sure that each step is thoroughly mastered before the next is introduced.

- **Participation in Extracurricular Activities**

The educationally backward children should be encouraged to participate in extracurricular activities of the school according to their interests and abilities.

- **Individual Attention**

Individual attention should be paid to such matters as health, social conditions, while teaching in the class. So also, there must be more of individual instruction than is necessary for normal children.

5. Desired Outcomes Must is known

The desired outcomes should always be kept in mind. Interesting but important matters may be given brief attention. More energy should be expended on that which is important and essential. Certain abstract technicalities which characterize each subject should be excluded for the backward child.

- **Stimulation of All Senses**

The class work must be stimulating to all the sense organs. The class teacher should seek the help of specialists, if possible, to remedy the defects of speech, hearing and sight.

- **Teacher's Patience**

The teacher must have great patience and a firm determination, never, to be discouraged while at the same time recognizing the child's limitations. Moreover the teacher must respect the child. If the teacher looks down upon the child as being inferior since the latter will not attain as the average child can, then the teacher cannot give the child what he/she needs and is likely to be doing her/him real harm. A backward child needs praise, continuous help, sympathetic consideration of his/her difficulties and sustained interest on the part of his/her teacher

- **Free Discipline**

In the education of backward children, discipline should be free as far as possible. Character training rather than mere intellectual tuition should be given greater importance than is actually given.

- **Special Organisation**

When a number of backward pupils are found together, a class may be organized specially for them. Sometimes such children may be retained longer in lower grade or may be specially sent to lower grade for learning skills which they lack.

- **Time Table and Syllabus**

In the time-table for the backward class, the old lines of demarcation between one subject and another should be dropped or cut across. The syllabus, to a large extent, will have to be planned in terms of projects rather than of subjects.

The school should be so organized that there is plenty of activity and reasonable freedom of movement of the backward pupils.

- **Medical Check Up**

A special medical check-up should be arranged at the outset and facilities should be available for remedying the ailments or defects so discovered.

- **Specific Backwardness Treatment**

In the case of specific backwardness in specific subject area, remedial teaching has proved very useful. The co-operation of the specialists is highly necessary in dealing with specific backwardness.

Check your Progress-I

Note (a) Space is given below for your answers

(b) Check your answers with the above sub-section

1. What do you understand by Special Organisation? Give your answer in thirty words .

2. Give any three remedial measures for backward children.

3. As a school teacher, how will you identify backward children ?

7.7 LET US SUM UP

A state of being below the normally accepted level in learning of things is called backwardness. A backward child is one who does not cope up with the usual work of the classroom. He shows inability to progress normally in the school work. He is poor in his studies and his scholastic achievement is not upto the mark. The backwardness can be due to numerous factors-personal, psychological and environmental. Backward children can be identified by observation, medical examination, case study method, achievement tests and Personality tests.

The teachers at school and the parents at home should play their effective role in identifying the backwardness and giving remedies. Remedy and treatment of backwardness is always dependent upon the nature and extent of backwardness present in a particular child and the diagnosis of the probable causes for such backwardness.

Children may differ in terms of the nature, extent and possible causes of their backwardness; therefore it is unwise to plan for any uniform remedial education for all of the backward children. Every case of backwardness must be treated as a unique case and therefore tackled with specific individual care and attention depending on the nature and causes of backwardness.

7.8. SUGGESTED FURTHER READINGS

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**REHABILITATION COUNCIL OF INDIA (RCI)
AND PERSONS WITH DISABILITIES ACT
(PWD ACT) 1995**

8.0 STRUCTURE

- 8.1 Introduction
- 8.2 Objectives
- 8.3 Concept of Rehabilitation Council of India (RCI)
- 8.4 Role of Rehabilitation Council of India (RCI)
- 8.5 Concept of PWD (Persons with Disabilities) Act 1995
- 8.6 Role of PWD (Persons with Disabilities) Act 1995
- 8.7 Let Us Sum Up
- 8.8 Lesson End Exercise.
- 8.9. Suggested Further Readings.
- 8.10 Answers to Check Your Progress.

8.1 INTRODUCTION

In India serious efforts to ameliorate the status and condition of the disabled got underway with the establishment of the Rehabilitation Council of India (RCI), a statutory body under the Ministry of Social Justice and Empowerment in the year 1986.

Rehabilitation Council of India Act was enacted by the parliament in the year 1992. This is a major move by the Government of India for quality assurance in the education, training and management of persons with disabilities. It also regulates and introduces uniformity in the human resource development in the country. Under this act every rehabilitation practitioner including special educators are expected to register with RCI after qualifying from Training Institutes recognized by RCI. The training institutes are inspected by RCI to ensure maintenance of standards. In this lesson you will come to know about RCI & PWD Act and the role of rehabilitation council of India (RCI) and Persons with Disabilities Act (1995).

8.2 OBJECTIVES

After going through this lesson you shall be able to:

- describe about Rehabilitation Council of India (RCI),
- explain various roles of Rehabilitation Council of India,
- describe about PWD (Persons with Disability) Act 1995, and
- explain various roles of PWD Act 1995.

8.3 CONCEPT OF REHABILITATION COUNCIL OF INDIA (RCI).

The Rehabilitation Council of India (RCI) is a statutory body under the Ministry of Social Justice and Empowerment to regulate and introduce uniformity in the human resource development in the country. Under this Act every rehabilitation practitioner including special educators are expected to register with RCI after qualifying from training institutes recognized by RCI. The training institutions are inspected by RCI to ensure maintenance of standards. This is a major move by the Government of India

for quality assurance in the education, training and management of persons with disabilities. RCI Act has 3 chapters. Chapter- I The Preliminary Section gives the Definition. Chapter-II explains the matters related to constitution, execution and related committees. Chapter - III explains the functions of the Council.

A list of recognized rehabilitation qualifications granted by universities or institutions in India is also approved by Rehabilitation Council of India Act. Like B.ED. Special Education, Diploma in Special Education, Bachelor degree in Rehabilitation Services (Mental Retardation) and Diploma in Vocational Training and Employment (Mental Retardation) are recognized by RCI. After passing the RCI recognized courses, the professionals are required to register with RCI to work in the field of disability rehabilitation. Besides this RCI performs various roles and responsibilities which are discussed further.

8.4 ROLE OF REHABILITATION COUNCIL OF INDIA (RCI)

Rehabilitation Council of India performs following roles:

- Recognition of qualifications granted by university, etc. in India for rehabilitation professionals.
- Recognition of qualifications granted by Institutions outside India.
- Rights of persons possessing qualifications included in the schedule to be enrolled.
- Power to require information as to courses of study and examination.
- Inspectors at examinations.
- Withdrawal of recognition.
- Minimum standards of education.
- Registration.
- Privileges of persons who are registered in register.

- Provisional conduct and removal of names from register.
- Appeal against order of removal from register.
- Maintaining register.
- Information to be furnished by council and publication thereof.
- Cognizance of offences.
- Protection of action taken in good faith.
- Employees of council to be public servants.
- Power to make rules.
- Power to make regulations.
- Laying of rules and regulations before the parliament.

The detailed description of the RCI role is given below:

- **Recognition of qualifications granted by University etc., in India for Rehabilitation Professionals**

The qualification granted by any University or other institution in India which are included in the Schedule shall be recognized qualifications for rehabilitation professional.

Any University or other institution which grants qualification for the rehabilitation professional not included in the schedule may apply to the Central Government to have any such qualification recognized and the Central Government after consulting the Council may by notification, amend the Schedule so as to include such qualification therein and any such notification may also direct that an entry shall be made in the last column of the schedule against such qualifications only when granted after a specified date.

- **Recognition of qualification by Institutions outside India**

The Council may enter into negotiation with the authority in any country outside India for settling of a scheme or reciprocity for the recognition of qualifications, and the pursuance of any such Scheme, the Central Government may, by notification amend the schedule so as to include therein any qualification which the Council has decided should be recognized and by such notification may also direct that an entry shall be made in the last column of the schedule declaring that it shall be the recognized qualification only when granted after a specified date.

- **Rights of persons possessing qualifications included in the schedule to be enrolled**

Subject to the other provisions contained in this Act, any qualification included in the Schedule shall be sufficient qualifications for enrolment on the Register.

No person, other than the rehabilitation professional who processes a recognized rehabilitation qualification and is enrolled in the Register-

- shall hold office as rehabilitation professional or any such office (by whatever designation called) in Government or in any institution maintained by a local or other authority;
- shall practice as rehabilitation professional anywhere in India;
- shall be entitled to sign or authenticate any certificate required by any law to be signed or authenticated by a rehabilitation professional
- shall be entitled to give any evidence in any court as an expert under section 45 of the Indian Evidence Act, 1872 in any matter relating to the handicapped:

Provided that if a person possesses the recognized rehabilitation professional qualification on the date of commencement of this Act, he shall be deemed to be an enrolled rehabilitation professional for a period of six months from such commencement, and if he has made an application for enrolment on the Register within said period for six months, till such application is disposed of.

Any person who acts in contravention of any provision of subsection (2) shall be punished with imprisonment for a term which may extend to one year or with fine which may extend to one thousand rupees or with both

- **Power to require information as to courses of study and examination**

Every university or institution in India which grants a recognized qualification shall furnish such information as the Council may from time to time, require as to the courses of study and examinations to be undergone in order to obtain such qualification, as to the ages at which such courses of study and examinations are required to be undergone and such qualification is conferred and generally as to the requisites for obtaining such qualification

- **Inspectors at examinations**

The Council shall appoint such member of Inspector as it may deem requisite to inspect any University or Institution where education for practicing as rehabilitation professional is given or to attend any examination held by any University or Institution for the purpose of recommending to the Central Government recognition of qualifications granted by that University or Institution as recognized rehabilitation qualifications.

The Inspectors appointed under sub-section (1) shall not interfere with the conduct of any training or examination but shall report to the Council on the adequacy of the standards of education including staff, equipment, accommodation, training and other facilities prescribed for giving such education or of the sufficiency of every examination which they attend.

The Council shall forward a copy of the report of the Inspector under sub-section (2) to the University or Institution concerned and shall also forward a copy, with the remarks of the University or the Institution thereon, to the Central Government.

- **Visitors examination**

The Council may appoint such number of visitors as it may deem requisite to inspect any University or institution wherein education for rehabilitation professional

is given or attend any examination for the purpose of granting recognized rehabilitation qualifications.

Any persons whether he is a member of the Council or not, may be appointed as a visitor under sub-section (1) but a person who is appointed as an Inspector under sub-section (1) of section 15 for any inspection or examination shall not be appointed as a Visitor for the same inspection or examination.

The Visitor shall not interfere with the conduct of any training or examination but shall report to the chairperson on the adequacy of the standards of education including staff, equipment, accommodation, training and other facilities prescribed for giving education to the rehabilitation professionals or on sufficiency of every examination which they attend. The report of a visitor shall be treated as confidential unless in any particular case the chairperson otherwise, directs; Provided that if the Central Government requires a copy of the report of a Visitor the Council shall furnish the same.

- **Withdrawal of recognition**

When upon report by the Inspector or the Visitor it appears to the Council:-

- that the courses of study and examination to be undergone in or the proficiency required from candidates at any examination held by any university or institution, or
- that the staff, equipment, accommodation training and other facilities for instruction and training provided in such university or institution do not conform to the standard prescribed by the council, the council shall make representation to that effect to the central government

After considering such representation the central government may send it to the university or institution with an intimation of the period within which the university or institution may submit its explanation to that government. On the receipt of the explanation or where no explanation is submitted within the period fixed then, on the expiry of that period, the central government after making such further inquiry if any, as it may think fit, may, by notification, direct that an entry shall be made in the schedule

against the said recognized rehabilitation qualification declaring that it shall be the recognized rehabilitation qualification only when granted before a specified date or that the said recognized rehabilitation qualification if granted to students of a specified university or institution shall be recognized rehabilitation qualification only when granted before a specified date, or as the case may be that the said recognized rehabilitation qualification shall be recognized rehabilitation qualification in relation to a specified university or institution only when granted after a specified date.

- **Minimum standards of education**

The council may have prescribed the minimum standards of education required for granting recognized rehabilitation qualification by universities or institutions in India.

- **Registration in Register**

The member-secretary of the council may, on report of an application made by any person in the prescribed manner enter his name in the register provided that the member-secretary is satisfied that such person possesses recognized rehabilitation qualification.

- **Privileges of persons who are registered on Register**

Subject to the condition and restriction laid down in this Act regarding engagement in the area of rehabilitation of the handicapped by person possessing the recognized rehabilitation qualifications, every person whose name is for the time being borne on the register shall be entitled to practice as a rehabilitation professional in any part of India and to recover in due course of law in respect of such practice any expenses, charges in respect of medicaments or other appliances or any fees to which he may be entitled

- **Professional Conduct and removal of names from Register**

The Council may prescribe standards of professional conduct and etiquette and a code of ethics for rehabilitation professionals. Regulations made by the council under sub-section (1) may specify which violation thereof shall constitute infamous conduct in any professional respect, that is to say, professional misconduct, and such

provision shall have effect notwithstanding anything contained in any other law for the time being in force.

The Council may order that the name of any person shall be removed from the Register where it is satisfied, after giving that person a reasonable opportunity of being heard and after such further inquiry, if any as it may deem fit to make -

- that his name has been entered in the Register by error or on account of misrepresentation or suppression of a material fact;
- that he has been convicted of any offence or has been guilty of any infamous conduct in any professional respect, or has violated the standard of professional conduct and etiquette or the code of ethics prescribed under sub-section (1) which, in the opinion of the Council, renders him unfit to be kept in the Register. An order under sub-section (3) may direct that any person whose name is ordered to be removed from the Register shall be ineligible for registration under this Act either permanently or for such period of years as may be specified

- **Appeal against Order of removal from Register**

Where the name of any person has been removed from the Register on any ground other than that he is not possessed of the requisite rehabilitation qualifications, he may appeal, in the prescribed manner and subject to such conditions, including conditions as to payment of a fee, as may be prescribed to the Central Government whose decision thereon shall be final. No appeal under sub-section (1) shall be admitted if it is preferred after the expiry of a period of thirty days from the date of the order under sub-section (3) of section 21: Provided that an appeal may be admitted after the expiry of the said period of thirty days if the appellant satisfies the Central Government that he had sufficient cause for not preferring the appeal within the said period

- **Register**

It shall be the duty of the Member-Secretary to keep and maintain the Register in accordance with the provision of this Act and any order made by the Council and

from time to time to revise the Register and publish it in the Official Gazette. The Register shall be deemed to be a public document within the meaning of the Indian Evidence Act 1872 and may be proved by a copy thereof.

- **Information to be furnished by council and publication thereof**

The Council shall furnish such reports copies of its minutes abstracts of its accounts and other information to the Central Government as that Government may require. The Central Government may publish in such manner as it may think fit, any report, copy abstract or other information furnished to it by the Council under this section or under section 16.

- **Cognizance of offenses**

Notwithstanding anything contained in the code of Criminal Procedure 1973, no court shall take cognizance of an offence punishable under this Act except upon a complaint, in writing, made by any person authorized in this behalf by the Council

- **Protection of action taken in good faith**

No suit, prosecution or other legal proceeding shall lie against the Central Government, Council chairperson, members, member-secretary or any officer or other employee of the Council for anything which is in good faith done or intended to be done under this Act.

- **Employees of Council to be public servants**

The Chairperson, members, member-secretary, officers and other employees of the Council shall, while acting or purporting to act in pursuance of the provisions of this Act or of any rule and regulation made thereunder be deemed to be public servants within the meaning of section 21 of the Indian Penal Code.

- **Power to make rules**

The Central Government may, by notification, make rules to carry out the purposes of this Act.

- **Power to make regulations**

The Council may, with the previous sanction of the Central Government, make, by notification, regulation generally to carry out the purpose of this Act, and without prejudice to the generality of the foregoing power, such regulations may provide for-

- the management of the property of the council;
- the maintenance and audit of the account of the council;
- the resignation of members of the council;
- the powers and duties of the Chairperson;
- the rules of procedure in the transaction business under sub-section (3) of section 4;
- the function of the Executive Committee and other committee constituted under section 7;
- the powers and duties of the member-secretary under sub-section (1) of the section 8;
- the qualification, appointment powers and duties of, and procedure to be followed by Inspectors and Visitors;
- the courses and period of study or of training to be undertaken, the subject of examination and standards of proficiency therein to be obtained in any university or any institution for grant of recognized rehabilitation qualification:
- the standards of staff, equipment, accommodation, training and other facilities for study or training of the rehabilitation professionals;
- the conduct of examination, qualification of examiners, and the condition of the admission to such examinations;
- the standards of professional conduct and etiquette and code of ethics to be observed by rehabilitation professional under sub-section (1) of section 21;

- the particulars to be stated, and proof of qualification to be given, in application for registration under this Act;
- the manner in which and the condition subject to which an appeal may be preferred under sub-section (1) of section 22;
- the fees to be paid on application and appeals under this Act;
- any other matter which is to be, or may be, prescribed.
- Laying of rules and regulations before Parliament

*All the above mentioned roles of RCI are a part of Section - III i.e. Functions of RCI Act-1992.

Check your Progress-1

Note (a) Space is given below for your answers

(b) Check your answers with those given at the end of the lesson

1. Expand the term RCI

2. Expand the term PWD

3. RCI is a statutory body under the
4. Under this act, every including Special Educators are expected to register with RCI after qualifying from Training Institutes recognized by RCI.
5. The training institutes areby RCI to ensure maintenance of standards.

8.5 CONCEPT OF PWD (PERSONS WITH DISABILITIES) ACT-1995

This Act may be called the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. The Persons with Disabilities Act 1995 has come into enforcement on February 7, 1996 as an important landmark and significant step in the direction to ensure full participation of persons with disabilities in the nation building.

The act provides preventive and promotional aspects of rehabilitation like education, employment, and vocational training, reservation, research and manpower development, creation of barrier free environment, unemployment allowance, special insurance scheme for the disabled employees and establishment of homes for person with severe disabilities

Purpose of the Act

This Act was passed by the Parliament on Dec. 12, 1995 and notified on Feb. 7, 1996. The Act elaborated the responsibility of the Central and State Government, local bodies to provide services, facilities and equal opportunities to people with disabilities for participating as productive citizens of the country. The Act enlists the rights and facilities for which persons with disabilities would be entitled to and which are enforceable.

Objectives of the Act

- To spell out the responsibility of the state towards prevention of disabilities, protection of rights of persons with disabilities, medical care, education, training, employment and rehabilitation of persons with disabilities.
- To create barrier free environment for persons with disabilities.
- " To remove all discrimination of persons with disabilities in the sharing of development, benefits, vis-à-vis non-disabled persons.
- To counteract any situation of abuse and exploitation of persons with disabilities.

- To lay down a framework for comprehensive development of strategies, programmes and services for and equalization of opportunities for persons with disabilities.
- To make special provisions for integration of persons with disabilities with the mainstream.
- To provide for better protection of rights of persons with disabilities and to enable them to enjoy equal opportunities and full participation in national life and to provide for their social security and matters connected to these or incidents thereto.

8.6 ROLE OF PWD (PERSONS WITH DISABILITIES) ACT-1995

The following chapters clearly indicate the role of PWD Act.

The chapters 1, 2 and 3 give the definitions and explain about central and state coordination committees.

Chapter IV - Prevention and early detection of disabilities

- Surveys, investigations and research shall be conducted to ascertain the cause of occurrence of disabilities.
- Various measures shall be taken to prevent disabilities. Staff at the primary health center shall be trained to assist in this work.
- All children shall be screened once in a year for identifying "at risk" cases.
- Awareness campaign shall be launched and sponsored to disseminate information.
- Measures shall be taken for pre-natal, peri-natal and post natal care of the mother and child.

Chapter-V - Education

Right to free education.

- Every child with disability shall have rights to free education till the age of 18 years in integrated school or special schools.
- Appropriate transportation, removal of architectural barriers, restructuring of curriculum and modifications in the examination system shall be ensured for the benefit of children with disabilities.
- Children with disabilities shall have the right to free books, scholarships, uniform and other learning materials.
- Special schools for children with disabilities shall be equipped with vocational training facilities.
- Non-formal education shall be promoted for children with disabilities.
- Teacher training institution shall be established to develop requisite manpower.
- Parents may move to appropriate bodies for redressal of grievances regarding placement of their children with disabilities.

Chapter VI - Employment

- 3% of vacancies in government shall be reserved for people with disabilities, 1% each for person suffering from blindness or low vision, hearing impairment, locomotor disability/cerebral palsy. As of now, persons with mental retardation are not covered here.
- Suitable schemes shall be formulated for ensuring their welfare.
- Government educational institutes and other educational institutes receiving grant from government shall reserve atleast 3% seats for people with disabilities.
- No employee can be sacked or demoted if they become disabled during service, although they can be moved to another post with the same pay and condition. No promotion can be denied because of impairment.

Chapter-VII - Affirmative Action

- Allotment of land shall be made at concessional rates to the people with disabilities for - house, business, special recreational centre, special schools/factories by entrepreneurs with disability.

Chapter-VIII - Non-discrimination

- Public building, rail compartments, buses, ships and air-crafts will be designed to give easy access to disabled people.
- In all public places and in waiting rooms, toilets, shall be wheel chair accessible. Braille and sound symbols are also to provide in lifts.
- All the places of public utility shall be made barrier free by providing ramps.

Chapter-IX - Research and Manpower Development

Research in the following areas shall be sponsored and promoted.

- Prevention of disability.
- Rehabilitation including CBR.
- Development of assistive devices.
- Job identification.
- On site modification of offices and factories.
- Financial assistance shall be made available to the universities, other institutions of higher learning, professional bodies and non-government research units or institutions for undertaking research for special education, rehabilitation and manpower development.

Chapter-X -Recognition of Institutions for Persons with Disabilities

- Competent authority. - The State Government shall appoint any authority as it deems fit to be a competent authority for the purposes of this Act.

- No person to establish or maintain an institution for persons with disabilities except in accordance with a certificate of registration.
- No person shall maintain any institution for persons with disabilities except under and in accordance with a certificate of registration issued in this behalf by the competent authority;
- Provided that a person maintaining an institution for persons with disabilities immediately before the commencement of this Act may continue to maintain such institution for a period of six months from such commencement and if he has made an application for such certificate under this section within the said period of six months, till the disposal of such application.
- Certificate of registration. - (1) Every application for a certificate of registration shall be made to the competent authority in such form and in such manner as may be prescribed by the state government.
- On receipt of an application under sub-section (1), the competent authority shall make such enquiries as it may deem fit and where it is satisfied that the applicant has complied with the requirements of this Act and the rules made there under it shall grant a certificate of registration to the applicant and where it is not so satisfied the competent authority shall, by order, refuse to grant the certificate applied for;
- Provided that before making any order refusing to grant a certificate the competent authority shall give to the applicant a reasonable opportunity of being heard and every order of refusal to grant a certificate shall be communicated to the applicant in such manner as may be prescribed by the state government.
- No certificate of registration shall be granted under sub-section (2) unless the institution with respect to which an application has been made is in a position to provide such facilities and maintain such standards as may be prescribed by the state government.

Chapter XI - Institution for persons with Severe Disabilities

- Institutions for persons with severe disabilities - The Appropriate Government may establish and maintain institutions for persons with severe disabilities at such places as it thinks fit.
- Where, the appropriate government is of opinion that any institution other than an institution, established under sub-section (1) is fit for the rehabilitation of the persons with severe disabilities, the government may recognize such institution as an institution for persons with severe disabilities for the purpose of this Act;
- Provided that no institution shall be recognized under this section unless such institutions has complied with the requirements of this Act and the rules made thereunder.
- Every institution established under sub-section (1) shall be maintained in such manner and satisfy such conditions as may be prescribed by the appropriate government.
- For the purpose of this section "person with severe disability" means a person with eighty percent or more disabilities.

Chapter XII- The Chief Commissioner and Commissioners for Persons with Disabilities

- Appointment of Chief Commissioner for persons with disabilities. -The Central Government may,by notification appoint a Chief Commissioner for persons with disabilities for the purposes of this Act.
- A person shall not be qualified for appointment as the Chief Commissioner unless he has special knowledge or practical experience in respect of matters relating to rehabilitation.
- The salary and allowances payable to and other terms and conditions of service (including pension,gratuity and other retirement benefits) of the Chief

Commissioner shall be such as may be prescribed by the Central Government.

- The Central Government shall determine the nature and categories of officers and other employees required to assist the Chief Commissioner in the discharge of his functions.
- Chief commissioner to look into complaints with respect to deprivation of rights of persons with disabilities. - Without prejudice to the provisions of sections 58, the chief commissioner may of his own motion on the application of any aggrieved person or otherwise look into complaints.

Chapter-XIII - Social Security

- Financial assistance to non-government organization for rehabilitation of persons with disabilities.
- Insurance coverage for the benefit of the government employees with disabilities.
- Unemployment allowance to people with disabilities registered with the special employment exchange for more than a year and could be placed in any gainful occupation.

Chapter-XIV - Grievance Redressal

In case of violation of rights as prescribed in that act, people with disabilities may move an application to

- Chief Commissioner for persons with disabilities in the center.
- Commissioner for persons with disabilities in states.

Check your Progress-2

Note : (a) Write your answers in the space given below.

(b) Check your answers with those given at the end of the lesson.

i). PWD Act is an important land mark and significant step in the direction to

ensure... of persons with disabilities in the nation building.

- ii). RCI is a major move by the Government of India for quality assurance in the , and of persons with disabilities.

8.7 LET US SUM UP

Since Independence, our country has come a long way in providing rights to people with disabilities. Our Constitution has provision for equality of opportunities but specifics were spelt out for disabled persons only later through various Acts and Policies. The role of Rehabilitation Council of India Act (1993) and Persons with Disabilities Act (1995) have been discussed in detail in this lesson.

The Rehabilitation Council of India (RCI) is a statutory body under the Ministry of Social Justice and Empowerment to regulate and introduce uniformity in the human resource development in the country. Under this act, every rehabilitation practitioner including special educators are expected to register with RCI after qualifying from training institutes recognized by RCI. The training institutes are inspected by RCI to ensure maintenance of standards. The RCI act is a major move by the Government of India for quality assurance in the education, training and management of persons with disabilities.

Moreover, the persons with disabilities now have a right to equal opportunities, protection of rights and full participation. The above mentioned description clearly indicates that PWD Act is an important land mark and significant step in the direction to ensure full participation of persons with disabilities in the nation building. The act provides preventive and promotional aspects of rehabilitation like education, employment, and vocational training, reservation, research and manpower development, creation of barrier free environment, unemployment allowance, special insurance scheme for the disabled employees and establishment of homes for person with severe disabilities.

8.8 LESSON END EXERCISE

- Describe about Rehabilitation Council of India (RCI).
- Explain various roles of Rehabilitation Council of India.
- Describe about PWD (Persons with Disability) Act 1995.
- Explain various roles of PWD Act 1995.

8.9 SUGGESTED FURTHER READINGS

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8.10 ANSWERS TO CHECK YOUR PROGRESS

Check your progress Exercise 1

1. Rehabilitation Council of India
2. Persons with Disability
3. Ministry of Social Justice and Empowerment.

4. Rehabilitation practitioner.
5. Inspected

Check your progress Exercise 2

1. Full participation.
2. Education, Training and management

**ROLE OF PARENTS, PEER GROUPS, TEACHERS,
COMMUNITY, ADMINISTRATORS, AND POLICY
MAKERS TOWARDS INCLUSION.**

9.0 STRUCTURE

- 9.1 Introduction
- 9.2 Objectives
- 9.3 Role of Parents towards Inclusion
- 9.4 Role of Peer Groups towards Inclusion
- 9.5 Role of Teachers towards Inclusion
- 9.6 Role of Community towards Inclusion
- 9.7 Role of Administration towards Inclusion
- 9.8 Role of Policy makers towards Inclusion
- 9.9 Let Us Sum Up
- 9.10 Lesson End Exercise
- 9.11 Suggested Further Readings

9.1 INTRODUCTION

Inclusive education is an ideology & not a programme. It is a concept of effective schools where every child has a place to study and teachers become facilitators of learning rather than providers of information. All children are special in one way or another. A teacher in the classroom is confronted with the job of identifying these needs to assess their precise nature and to provide learning experiences accordingly. The philosophy of Inclusive Education rests on giving equal opportunities to an integrated group of able-bodied and differently-abled children studying together. Inclusion "Refers to the opportunities for persons with disability to participate fully in all the educational, employment, consumer, recreational, community and domestic activities that typify every society."

Inclusion of children with special needs is essentially the responsibility of the regular education system. Yet, parents, peers, teachers, community as well as the policy makers as a whole have to be empowered for inclusive education to be successful. Further, there is a need for barrier free environment. Above all, sensitization of administrators, adaptations in curriculum, evaluation procedures and teacher preparation to enhance their competence in teaching children with special needs, are imperative for effective inclusion of children with special needs. There is a need for special education and general education to merge. Planning and management of education for children with special needs should aim at bringing about such a change in the educational system.

9.2 OBJECTIVES

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

- explain the Role of Parents towards Inclusion,
- discuss the Role of Peer Groups towards Inclusion,
- describe the Role of Teachers towards Inclusion,
- explain the Role of Community towards Inclusion, and

- Explain the Role of Administration and Policy Makers towards Inclusion.

9.3 ROLE OF PARENTS TOWARDS INCLUSION

Parents are the most important part of the child's social network. Parents are the members of the child's first environment at home, and are the most significant people during the early, formative years. Parental attitudes influence the way parents treat their children and their treatment of the children in turn influences their children's attitudes towards them and the way they behave. When a special child is born in the family, the parents are shocked. Their denial of the situation, frustrations arising out of the various adjustments the parents have to make in the caring of their child and the feeling of inefficiency in coping with the situation has its impact on the social adjustment of the child. The high aspirations which the parents have about the wellbeing of their children are shattered when they find out about the child's disability. Dejected parents have little faith in the child acquiring independence. They do not sustain prolonged efforts for development of compensatory skills of the child. Results of interventions for the handicapped child are not seen immediately and parents lose faith even further. Unawareness of the implications of the handicapping conditions on the development of the child is detrimental to the provision of appropriate services at appropriate time. Their unawareness of the right methodology in the treatment of such children keeps them away from providing possible assistance. The new upsurge of concern for the disabled makes it timely that the schools and organizations working for the handicapped offer guidance and counseling programmes to the families of the disabled children.

Contributions of the parents for the Development of Children with Special Needs.

- Feelings of security from parents.
- Children can rely on parents to meet their needs-physical and psychological.
- Guidance and help in learning skills - motor, verbal and social.
- Stimulation of their abilities to achieve success in school and in social life.
- Aid in setting aspirations suited to their interests and attitudes.

- Sources of companionship until old enough to find companions outside the home or when outside companionship is not available.

Need for Parental Involvement

The habilitation and / or rehabilitation of a special child should begin from his family. Parents should be able to appreciate their role in assisting the child to get ready for his total habilitation and/or rehabilitation. Some of the special children may require special help throughout the time they are at school or college, because of the severity of their condition, but some may need special assistance temporarily. Thus, it is mandatory that every parent of a special child involves himself with child's education right from the very beginning. The child has to become an integral part of the community. Unless the society accepts the child with his strengths and weaknesses, total rehabilitation is not possible. The ultimate aim of the education of the special children should be to ensure that the child becomes a responsible, independent member of the society.

Need for Security, Positive Attitude and Interest

Family is the foremost non-formal agency in the rehabilitation process of the special children. Parents should give the child a positive feeling of "security". The child should be made to feel that he is loved and wanted by his family. The child should be free from fear and aggressiveness regarding his handicapping condition. There should be no impression of secrecy or reluctance regarding the handicap.

Parents should be oriented to have optimistic views about the development of the child. The "attitude" towards the child with special needs has to be positive. Parents should neither be over-indulgent nor a harsh disciplinarian. For example, parents may permit their special child extra favours, excuse him from his duties, pick up things he drops etc. This is poor training, and will accentuate his dissimilarities from his playmates. It is hard not to pamper and spoil a special child. But life will be more pleasant for the child and his family if parents treat him as a perfectly normal youngster, as indeed he is capable of being. Let him realize that he too has responsibilities, look after his own things, his books and clothes etc. The sooner a child learns to meet his daily needs,

the better equipped he will be to meet the needs of later life.

A special child tends towards inactivity if his "interest" is not aroused. Unless positive steps taken first to arouse, and then to sustain his interest in his surroundings, the environment will mean nothing to him. Curiosity should be stimulated and his "awareness" of things about him and of life in general should be developed. For e.g. tell him about food and where it comes from, how it grows, about money, which buys the food etc.

Involving Parents in Educational Programme

- Acceptance of Responsibility

Parents should play a significant role in the educational programmes for the disabled children. Education begins in the cradle and continues through life. Opportunities should be provided at home to the special child even before he goes to school. Parents must accept their responsibilities in the making up of the child. Parents are carried by some misconceptions, which are necessarily to be overcome through right type of educational programme.

- a) Parents think that the special child is not going to be a productive member of the family or society and is, therefore a liability. This generates in them a feeling that the investment on the special child would go waste. This misconception should be overcome.
- b) Parents of special children demand a lot of concessions as their right. It is true that these children should get all possible help from various agencies for their upliftment, but at the same time, the contribution of the parents is also expected for their education, etc.

Responsibilities of Parents

1. Participate as members of the individualized education meeting programmes (IEP).
2. Co-operate with the school and other professionals to determine IEP goals

and objectives for the child.

3. Accept responsibility for assisting in the implementation of IEP goals and objectives.
4. Provide feedback and suggestions about the instructions and services being provided.
5. Train a child in home environment, to meet his educational needs.
6. Provide ideas for parental education programmes, designed to assist parents, to meet the needs of special children.

- **Facilitating Concept Development**

The pre-requisite skills for learning should be taught at home. Parents should be appraised of the importance of the use of all the senses in exploring objects in the environment. The child should be encouraged to comprehend the likeness and differences in the otherwise chaotic environment. Parents should talk normally and freely to the child and help the child to gradually develop the capacity to express thoughts, ideas and his emotions. For example : A child with cerebral palsy and normal intelligence should be taught age appropriate concepts by the parents like they teach normal children of his age.

- **Teaching Self-help Skills**

These are the survival skills important for the self-independence of the child. These are the abilities, which enable the disabled child to carry on his daily routine without assistance or with minimum assistance. Development of these abilities instills confidence in the child for his mainstreaming with normal children. Daily living skills ought to be taught by the family. Learning at home is natural, while teaching by the teacher takes place in a stimulated environment, and hence becomes artificial and less motivating. Parents should not hesitate to permit their special child to use electrical appliances like gas, iron etc. Without these experiences, the life of the child would be incomplete. Similarly, combing of hair, changing of clothes etc. are skills that can be learnt best in the natural rhythms of life in the house, and the mother is the best teacher

to teach these skills to a child with mental retardation. Orientation needs to be given to the parents, to teach these basic skills to the special child using appropriate strategies like task analysis. For example : parents are trained to give physiotherapy at home to their children with neuro muscular disorders.

- **Parent - Teacher Interaction**

Teacher and parents need to work while synchronizing their efforts to get the best results. Parents have the first right to know what programme is followed for their child. Their suggestions should not be treated as interference by the teachers. They need to be associated with the teachers in planning the skill development programme for their children. Parent - teacher meeting should be conducted often.

Parent - Teacher Meetings

The issues to be discussed are:

1. To know the needs of the parents ;
2. To know the expectations of the parents from the child and school ;
3. To make the parents aware of the condition of the child - cause and prognosis and its implications ;
4. To make the parents aware of the development characteristics of their child ;
5. To help them have realistic expectations ;
6. To make them aware of their role and responsibility towards child and ;
7. To get them involved with school programmes.

The Parent - Teacher Association has to become a vital social agency. The parents of both handicapped and non-handicapped children can become the agents for changing the attitudes of the public towards the special children.

The above discussion clearly indicated that parents play a significant role towards inclusion of a child with special needs in the mainstream.

Check your Progress -1

Note : (a) Write your answers in the space given below.

(b) Check your answers with the above sub-section

1. Why there is need of parental involvement in inclusive education ?

2. Give an overview of parental contributions for the development of Children with Special Needs.

3. What do you understand by teaching Self-help Skills ?

9.4 ROLE OF PEER GROUPS TOWARDS INCLUSION

Peer support is a strategy that involves placing students in pairs or in small groups to participate in learning activities that support academic instruction and social skills. This instructional approach does not require additional staff or extra funding. It is a research-based methodology that yields positive results related to student achievement and a sense of "belonging" over the course of time. Peer supports provide teachers with a learning tool to enhance instruction for students with and without disabilities.

The following are three innovative ways that peer supports can be used to meet the instructional and social needs of students with disabilities in the general education setting. However, each of these models require upfront planning that includes selecting the right type of strategy, utilizing it at the right time with perhaps individualized

outcomes all aligned with the lesson goals.

- Collaborative Learning - An instructional strategy used to reinforce skills taught by the teacher. This teaching method allows time for practice, review, and opportunities for students to use higher-level thinking skills.
- Cross-Age Peer Support is another strategy that assists with the learning in the general education setting. This approach typically involves older students, usually high school age, who provide instructional support for elementary or secondary students.
- Peer modeling is another support that can be used to help students learn academic, processes and classroom routines. It also provides the classroom teacher opportunities to use peers to assist with instruction, clarifying directions and give social reminders with little or no disruption to the lesson cycle. It is an excellent way for peers to provide appropriate behavioral models of students who need to improve their social skills.

Benefits for Students with Disabilities

- Friendships
- Increased social initiations, relationships and networks
- Peer role models for academic, social and behavior skills
- Increased achievement of IEP (Individualized Educational Programme) goals
- Greater access to general curriculum
- Enhanced skill acquisition and generalization
- Increased inclusion in future environments
- Greater opportunities for interactions
- Higher expectations
- Increased school staff collaboration

- Increased parent participation
- Families are more integrated into community

Benefits of Inclusion for Students without Disabilities

- Meaningful friendships
- Increased appreciation and acceptance of individual differences
- Increased understanding and acceptance of diversity
- Respect for all people
- Prepares all students for adult life in an inclusive society
- Opportunities to master activities by practicing and teaching others
- Greater academic outcomes
- All students needs are better met, greater resources for everyone

The power of peers as shown here has a cumulative effect, which makes issues such a bullying incompatible. Rather, we have peers helping peers become more integrated into the school culture.

9.5 ROLE OF TEACHERS TOWARDS INCLUSION

Teachers are crucial in determining what happens in classrooms and there are those who would argue that the development of more inclusive classrooms requires teachers to cater for different student learning needs through the modification or differentiation of the curriculum (Forlin, 2004). For some, this approach has been interpreted as requiring individualisation. At its most extreme, this view can be seen in the call for one to one teaching of students with learning difficulties. Questions about the sustainability of such provision are rarely adequately answered. Further, there are those who argue (e.g. Kaufman et al., 2005) that there are specialist teaching approaches for children with different kinds of disabilities and that specialist training is required. An unintended consequence of these views is that most mainstream teachers

do not believe that that they have the skills and knowledge to do this kind of work and that there is an army of 'experts' out there to deal with these students on a one-to one basis or in small more manageable groups.

Nevertheless, teachers do have concerns about inclusion and many surveys have found that teachers' attitudes towards inclusion are not particularly positive (Ellins & Porter, 2005). Further, teachers express concerns about their lack of preparation for inclusion and for teaching all learners. But in settings where teachers are encouraged to try out a range of teaching strategies, they report that they knew more than they thought they knew and, for the most part, children learn in similar ways. Although some children might need extra support, teachers do not distinguish between 'types' of special need when planning this support (Florian & Rouse, 2001). Many teachers reported that they did not think that they could teach such children, but their confidence and repertoire of teaching strategies developed over time. This would suggest that by 'just doing it' teachers are capable of developing knowledge and positive attitudes to inclusion. Developing effective inclusive practice is not only about extending teachers' knowledge, but it is also about encouraging them to do things differently and getting them to reconsider their attitudes and beliefs. In other words, it should be about 'knowing', 'doing', and 'believing'.

For many years, teacher development courses focused on extending knowledge and skills. Courses would often concentrate on the characteristics of different kinds of learners, how they should be identified and the current policy context. In addition, they would cover the specialist teaching strategies that should be used. In other words, these courses focused on knowing about :

- Teaching strategies
- Disability and special needs
- How children learn?
- What children need to learn?

- Classroom organization and management
- Where to get help when necessary?
- Identifying and assessing difficulties
- Assessing and monitoring children's learning
- The legislative and policy context

It is important to point out that such content knowledge is important, but the evidence suggests that it is insufficient to improve practice in schools because many teachers do not act upon this knowledge when they return to the classroom. There is a big gap between what teachers know as a result of being on a course and what they do in their classrooms. In an attempt to bridge this gap, initiatives have been designed to link individual and institutional development. In many cases this involves action-research type initiatives built around school or classroom-based development projects and new ways of:

- Turning knowledge into action
- Moving beyond reflective practice
- Using evidence to improve practice
- Learning how to work with colleagues as well as children
- Becoming an 'activist' professional

Sadly, there are teachers who believe that some children will never be able to learn those things that are important to their teachers. Further, there are teachers who do not believe that they have the skills to make a difference, perhaps because they 'have not been on the course', and they lack confidence. Therefore, it is also important to consider how it might be possible for teachers to develop new ways of believing :

- That all children are worth educating
- That all children can learn

- That they have the capacity to make a difference to children's lives
- That such work is their responsibility and not only a task for specialists.

Changing attitudes is difficult, particularly for those teachers' whose professional identities are secure. If a teacher sees her/himself as a teacher of (say) chemistry or english, it is likely that the subject they teach will play an important part in the construction of their professional identity. Further, if their subject is seen as intellectually demanding, then why would they be expected to have to teach it to all learners? But it is not only subject specialist teachers in secondary schools who have difficulty in redefining their professional identities. Some special needs teachers see themselves as experts in dealing with children's difficulties in learning. It is an identity built upon certain beliefs about specialist knowledge and skills for the work. In this view, other teachers not only do not know how to do it, but they wouldn't want to do it if they did know how. Inclusion threatens assumptions that some teachers have about many aspects of schools and schooling. In particular, it can threaten teachers' identity. If responsibilities are to be shared and teachers are to take on new roles, then there have to be changes to the way inclusion is conceptualized and a realization that it can only be achieved if all teachers are supported in the development of all aspects of this process; knowing, doing and believing. But how might this be brought about? As pointed out earlier, the traditional way of attempting to bring about developments in inclusion was to focus on improving teachers' knowledge and skills. If teachers acquire new knowledge and they are supported in implementing new practice, using a 'just do it' approach, then attitudes and beliefs will change over time. Equally if teachers already have positive beliefs and they are supported in implementing new practices, then they are also likely to acquire new knowledge and skills.

9.6 ROLE OF COMMUNITY TOWARDS INCLUSION

Through involvement in child programmes, parents organisations, opinion and public policies, support by the extended family, utilisation of professional services, providing financial support to parents, the participation of community can be increased. Social support from the community gives emotional support and encourages a feeling

of normalcy in the child and his parents. A friend to confide with, a neighbour offering help for respite and a formal institutional support are some of ways the community contributes. Voluntary organisations like Rotary Club, Lions Club, Red Cross, well wishers from private sectors, public undertakings have supported programmes for the welfare of the individuals with special needs.

Role of Community

1. Setting up special schools
2. Sponsoring a special child's education
3. Distribution of clothes and food to special children from poor families
4. Organising recreational activities for these children.
5. Providing scholarships to deserving students with disability.
6. Sponsoring of organising screening and identification camps.
7. Organizing public awareness programmes
8. Serving as volunteers in special schools
9. Starting vocational training programmes and by providing employment opportunities to individuals with disabilities. With correct parental and community attitude and involvement in the life of a special child, the socio-emotional environment of the child will be conducive for his training and other interventions to result in his optimised development.

Check your Progress -2

Note : (a) Write your answers in the space given below.

(b) Check your answers with the above sub-section

1. Write any three benefits of inclusion for students with disabilities.

2. Write any three points on role of community towards inclusion.

9.7 ROLE OF ADMINISTRATOR TOWARDS INCLUSION

Working conditions cannot improve without a commitment. Superintendents, principals and special education administrators are key personnel in retaining teachers. In addition, the role of administration in retention and support for special educators is particularly crucial given a history of exclusion and isolation from general education that many special educators have experienced.

Administrators at all levels of education can use the resources and strategies to strengthen their efforts to ensure that students learn with high quality teachers. It should be noted that the term "administrator" extends beyond the role of superintendent or principal. Often, assistant superintendents, vice principals, or others are responsible for certain areas and this needs to be acknowledged when reading the strategies that are recommended. The administrator displays following responsibilities towards inclusion :

Leadership/Decision Making

The decisions that administrators make and how they make them have a direct impact on inclusion. Teachers often complain that decisions affecting them are usually made without their knowledge. Leaders need to involve teachers in making decisions. For example, leaders can involve staff in departmental scheduling, student scheduling and duty assignments (Price, 2003).

Every school should have a mission statement and a vision based on shared values and beliefs. Leaders can engage all stakeholders in the process of developing the mission statement and vision for the school that provides focus and direction for all involved. (DiPaola, Walther-Thomas, 2003). If the school already has a mission

and vision, revisit them occasionally with the stakeholders involved. Good leaders encourage others to be leaders and help bring out those qualities. Therefore, if teachers attend a conference or workshop, administrator/principal can ask them share their knowledge with the rest of the staff when they return. Leaders can have experienced teachers work together to solve an instructional problem (Spitz, 2003).

Administrators must be familiar with available resources to support the diverse needs of students, families and staff and must know how to access additional support in order to ensure appropriate education for all students and support for teachers. They can make special education concerns integral when planning for professional development, distribution of materials, books, classroom space and equipment. They can ensure that special education is not put at the end of the line as an afterthought (CEC, 2000).

Compensation plays a major role in retaining teachers. Administrators should develop teacher compensation packages that demonstrate that they are valued (Gareis, Strong, et al., 2003). Leaders can use salaries and bonuses as incentives to retain teachers (Billingsley, 2002). They also can put together a team of administrators and teachers to develop an incentive pay program (Morice and Murray, 2003).

School Climate

Teachers and students will do their best work in a healthy, pleasant environment. Administrators need to ensure a positive school climate and make the school a place where people want to be. Leaders can start by examining what Price (2003) calls the "fun and caring factors" in the school. Is there laughter in the school? Are people smiling? Do teachers want to be here? Is the school staff united or are there cliques? Are new staff members welcomed? Does the school have celebrations? Do the school treat mistakes as learning experiences, or opportunities to criticize? Does the school encourage risk-taking?

Every school has a history and a culture. If teachers are connected to their school and are part of it, they may be more likely to identify with it and stay, even in the tough times. The administrator needs to become the "developer and nurturer of

the school's culture" and share it with new teachers so they can gain a sense of membership and participation. Leaders can communicate the school's history, traditions, legends and myths and share stories of the school's heroes and heroines (Colley, 2002).

The school will not be the kind of place where teachers want to be if they don't trust the administration. To develop trust among teachers and all stakeholders - parents, students, community members, central office staff and school board members - leaders must be honest and up-front with them. Leaders can be visible to staff, students and parents in classrooms, in the corridors, at lunch, at bus duty, and at extracurricular activities (Hopkins, 2000).

Leaders can work to stop bullying and harassment. They can expand access to counseling, anger management and peer mediation. They can provide ways for students to communicate with adults about rumors and threats. Leaders can teach respect and responsibility and expand opportunities for students to work with adult role models in after-school education and recreation programs (NEA, 2003).

While working hard to develop a school climate where people are comfortable, leaders should remember to pay attention to the little things. Sometimes the principal or special education administrator is the person to make sure that school climate is conducive for inclusion.

Infrastructure

If schools are to succeed in inclusive teaching, a proper infrastructure should be in place that allows teachers to focus most of their time and energy on teaching. With this mind, administrators should give new teachers less of a workload, fewer responsibilities and duties so they can concentrate on their classrooms and students (Sargent, 2003). Because excessive paperwork is a major issue among special education teachers, leaders should reduce this burden by such strategies as turning the task over to assistant principals, or by hiring paraprofessional special education clerks (Fielding and Simpson, 2003).

Principals also must ensure that teachers have adequate resources and materials

to do their jobs. (Darling-Hammond, 2003; Ingersoll and Smith, 2003). Sufficient common planning time should be built into the schedules of classroom teachers and specialists so that they can address instructional needs and classroom concerns.

Content/Skills

The research is clear that students learn best from high quality teachers who know the subject matter and how to deliver it. Ensuring that teachers are competent and have opportunities to improve their skills is critical. The administrator needs to be an instructional leader and communicate views on what is considered good teaching, as well as expectations for instructional practices, grading and student achievement. Administrators should share, model and encourage best-practice experimentation. Giving immediate feedback through comments or notes and being available for short, spontaneous counseling sessions are seen by teachers as being very supportive (Colley 2002). For special educators, administrators should have a working knowledge of IDEA and NCLB so they can communicate with staff, families and the community regarding special education issues (DiPaola, Walther-Thomas, 2003).

Finally, administrators must be proactive in developing and implementing a plan to ensure that all staff develops culturally responsive practices needed to work with diverse students and their families (Kozleski, Sobel, and Taylor, 2003). Administrators also should establish an expectation that all staff will learn how to work with students with disabilities and provide opportunities for them to do so (Scherer 2003).

Community Involvement and Support

Involving parents, families and the community in meaningful ways is critical to the success of students. Administrators need to look for ways to involve the community. Administrator can start by involving families when creating a mission statement and vision for the school (DiPaola and Walther-Thomas, 2003). They can involve families and the community when addressing safety and discipline issues including the establishment of a school safety committee that includes community representatives to gather and analyze data, put together and implement a plan, and

monitor its results (NEA, 2003). Leaders can include parents on the school's interviewing and hiring committee to illustrate parent involvement in important activities (Johnson and Birkeland 2003). They also can learn what it is that parents want to know and provide them the information frequently and briefly (Wherry, 2003).

Administrators should go beyond simply involving the community and create relationships among the school, families and the community. Leaders can visit families at home when possible. Learning experiences for students. Leaders can seek to make available health, social, mental health, counseling and other family services in the school and increase the number of adults in the building to provide care and guidance for students. Leaders can generate a broad set of activities in which family and community members can participate and contribute their talents to the school (Ferguson 2003).

Most educators and parents have had no training on how to work with one another, and many fear and avoid one another. Administrators should consider providing staff and parents with ongoing, research-based training on how to work together and create non-threatening social activities to bring them together (Wherry, 2003).

Administrators Also Need Support

Much is being asked of administrators, especially principals, in the quest to raise standards and student achievement. Expectations for administrators include the following: provide teachers with the necessary resources and professional development they need to be successful; create supportive, comfortable environments conducive to doing good work; involve parents and the community at-large in meaningful ways; and be cheerful through it all. To be successful, administrators need practical training to help them do their jobs more effectively from the start. They need ongoing professional development to keep them on top of innovations in inclusive education. Administrators also need continuous support from other higher authorities, school staff and the community.

9.8 ROLE OF POLICY MAKERS TOWARDS INCLUSION

Once policies have determined and prescribed an outline of action to be taken,

the institutional mechanisms at the national level must take on the responsibility of implementation. To promote social inclusion, the legal systems and security forces must be impartial and uphold the most basic rights for all members of society. Schools, universities and governments must assure the access and accessibility to education for every individual. Social institutions must develop and create housing and welfare systems, training programmes and promote knowledge, information and community responsibility. Governance and policy-making processes need to become more transparent and inclusive in their functioning and also uphold social inclusion principles. Policy must be tailored and rewritten to reflect the needs, concerns, languages and cultures of diverse population. If the aim is to have an inclusive society, where everyone participates and engages with societal and governmental processes, then it is necessary to encourage or create a system where socially excluded groups become stakeholders in the social, political and economic process and the success of a society. If people feel that they have a voice then they will be encouraged to include themselves. The chance to use this voice must be offered and members of society must be engaged. Finally, it is important to understand that inclusive policies apply to everyone, and should not be understood as a special treatment for certain groups. While there is a need to target our efforts to empower those who are excluded, it is also important to make the mainstreaming society more inclusive. And this will require the efforts of not only government, but also every individual, community, local authorities, civil society organizations, faith-based organizations, the private sector, as well as the very people and groups who are disadvantaged and marginalized. Everyone has a stake and responsibility in achieving an inclusive society. The broad social inclusion goals or objectives need to be connected to the particular vision people have for their society- a positive image of an inclusive society of the future. This vision needs to be framed as concretely as possible, which allows effective monitoring and analysis, possibly using a set of indicators. These goals and objectives then trickle down to local and community levels, so that there is coherence between goals set at the national and local levels. The objectives set by each community may differ, but the broad overall goals or principles should be commonly shared across communities. In addition to objectives, it is useful to set a couple of principles to make social inclusion goals more explicit. Such principles may be: shared future, rights and civic responsibilities, mutual respect,

respect for diversity, social cohesion, equality, equity, social justice, social contract, trust in the institutions as well as in neighbors, sense of belonging, inter-connectedness, etc.

Planners and policy-makers of local governments have the clear responsibility to foster unity among diverse populations and create a vision for a common future. This vision is based on the acceptance of difference of societies with a view to harnessing the strengths that are inherent in diverse societies. A key challenge will inevitably rest with the need to ensure that all people are able to engage with society and benefit from the possibilities inherent in contemporary life and therefore, that all people are included, irrespective of their social attributes. In this process 'the local matters'. Local governments have a critical role in promoting social inclusion, and programmes and policies need to be tailored to address specific local needs. Participation of all members of society is essential. While, on the one hand, underlining the importance of equity and equal access for all and participation of all residents in decisions that impact on them, there must, on the other hand, be a processes that seeks to promote diversity and the participation of 'groups of difference' in the process of governance. Responding to the needs of vulnerable groups, such as the poor and marginalised, the disenfranchised migrants, youth and the elderly should be a central feature of inclusive governance. In fact this represents a litmus test of good local governance as a whole. If local governments are to respond to the challenge of social inclusion, they will have to reinvigorate, refocus, redefine paradigms and reclaim the participatory process that first brought them into being. The need to engage successfully with all potential stakeholders is clear. Everyone must be encouraged to participate and partnership must be facilitated. The real challenge for local government lies, not simply identifying and including all relevant actors, but in the need to encourage a real level of engagement in the process among potentially reluctant parties.

9.9 LET US SUM UP

Students, here we have come to the end of this lesson. You have studied that the success of creating inclusive education as a key to establish inclusive societies depends on agreement among all relevant partners on a common vision supported by

a number of specific steps to be taken to put this vision into practice. The barriers to inclusion can be reduced through active collaboration between policy-makers, education personnel and other stakeholders, including the active involvement of members of the local community like parents, peers, teachers, administrator and policy makers. All these stakeholders play a significant role towards inclusion as discussed above.

9.10 LESSON END EXERCISE

- Explain the Role of Parents towards Inclusion.
- Discuss the Role of Peer Groups towards Inclusion.
- What role can teachers play towards inclusion ?
- Explain the Role of community towards Inclusion.
- Discuss the Role of Administration and Policy Makers towards Inclusion.

9.11 SUGGESTED FURTHER READINGS

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