

Creating an Inclusive School

B.Ed.: 4.10
(4th Semester)

Unit: 5

Study Materials Prepared

by

DR. MD JAMAL UDDIN

Assistant Professor & HoD (Officiating)

Department of Education

Aliah University

Kolkata, West Bengal, India



Unit 5: Teacher preparation for inclusive school

5.0 Introduction

5.1 Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions

5.2 Review of existing educational programmes offered in secondary school (General and Special School)

5.3 Skills and competencies of teachers and teacher educators for secondary education in inclusive settings

5.4 Teacher preparation for inclusive education in the light of NCF – 2005

5.4.1 Recommendations of NCF - 2005 for inclusive education

5.4.2 Preparation of teachers for Inclusive School

5.5 Characteristics of inclusive school

5.0 Introduction

To teach in inclusive settings, cooperation and understanding between regular, special and resource teachers is an essential condition. The teacher (regular as well as special/resource) for teaching in inclusive classrooms must be aware of 3R's i.e. Rights, Roles and Responsibilities. Teacher in inclusive classrooms is expected to welcome all children, without any discrimination by making necessary accommodations and arguments for their education in the same school and classes alongwith the non disabled peers. Every child should be give equal opportunity to learn whether they are dull or bright, visually impaired, orthopedically impaired, hearing impaired, crippled, delinquent, emotionally disturbed or otherwise deviant. The teacher is supposed to provide specialized instructions and support to the student who is in need without labeling him as disabled or exceptional. Education of children with SEN (Special Education Needs) should be the responsibility of every teacher. As teaching in inclusive setup is a tedious job, teachers should be provided with extra time, training, resources and support from colleagues, school authorities, parents and community.

5.1 Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions

As a teacher, you will be used to a class having over 35 children and you transact the lesson with considerable ease. This is because the children of a given age and class generally have ability levels and potentials within a certain range. When you have a Child with Special Need in your class, he/she is likely to have certain needs that have to be addressed. The needs will vary from child to child depending on the disability he has. For example, a child with hearing impairment may need to have sufficient light to see the board or visuals and the teacher should talk clearly allowing him to look at her face so that he can lip read. On the other hand, a blind child will need along with verbal instructions, tactile material that he can touch and learn when the teacher uses visuals. A child with mental retardation will need concrete material and repeated instructions to

understand a concept. A child with motor disabilities will need physical support depending on the need. We will now see how you will identify and address the individual needs of such children in your class.

All children are not alike and there can be varied strengths and needs among children. Such an understanding is a step towards helping others as well as seeking help in an inclusive class room. This is a necessary skill for adult living, as human beings are interdependent and yet independent. Such an understanding early in life promotes values to be a good citizen. This leads to positive interdependence. Let us discuss few important cases:

- (i) **A child with motor disability** involving his hands and legs/feet will learn like any other child in the class room. He will have difficulty in writing and manipulation of objects if hands are affected, difficulty in moving if legs are affected. Such children will need suitable support with the aids and appliances to compensate for their disability.
- (ii) **A child with hearing impairment** tends to learn predominantly using his vision and to some extent, his tactile/kinesthetic sense. Remember that the child with hearing impairment is like other students in the class except that he has just the faculty of hearing affected in him. He does not speak because he does not hear. Helping the child look at the face of the person who is talking help them lip read. Use of chalk board and charts and other visuals to teach help them learn in the regular class room. Encourage the child to wear the prescribed hearing aid all the time. If he does not have one, insist on getting assessed by the team that certifies and provides the aid free of cost. This is a provision of the government and it is our duty to ensure that every child has his hearing tested and the necessary support provided.
- (iii) Legally, **visual impairment** includes blindness and low vision. A child who is totally blind learns using his hearing and tactile/kinesthetic senses. He also uses the sense of smell more than a sighted person does. For instance, if you enter the class, he will know your presence before you speak, by the perfume you wear every day! A child with low vision wears specially prescribed glasses and reads using his available vision. However, he will need large print and contrast back ground. Assessing the child's needs and suitably making arrangements in the class will lead to inclusion of the child.
- (iv) **Specific learning disability (SLD)** is a condition, though not covered by the P.D. Act, in which children exhibit poor academic performance though they do not have any intellectual or other disabilities. Children with SLD have difficulty in processing information due to a neurological condition and exhibit symptoms such as difficulty in reading (dyslexia), difficulty in writing (dysgraphia) and difficulty in doing mathematical calculations (dyscalculia). Some exhibit problems related to attention, memory, reasoning and organizing themselves. Careful assessment and programme planning help them overcome their learning problems to a great extent.
- (v) **A child with developmental disabilities such as intellectual disability (mental retardation)**, autism, cerebral palsy or multiple disabilities will have specific learning characteristics. Children with intellectual disability will be slow to learn and will have limited capacity to absorb what is taught. They will have difficulty in understanding abstract concepts. A child with cerebral palsy will be able to learn but may have difficulty in coordination, mobility and speech. If he has intellectual

disability also, he may exhibit the learning characteristics of that also. Children with Autism will have difficulty in social relationship and communicating with others. They also are likely to have restricted interests and need to be taught with proper understanding. Some of them are likely to have intellectual disability also which further compounds the challenge. Multiple disabilities as the name indicates, is a combination of two or more disabilities and need individually planned educational programmes.

In this given situation, many a time children with disabilities, especially those having mild intellectual disability or specific learning disability tend to go unnoticed. For instance, you may find such children attending class VIII but having the performance of class II or III in some subjects. It is important to identify them early and provide the right support early in their lives so that the problem does not get further compounded. You will agree that low self esteem due to disability, lack of peer approval or sometimes even the teacher ignoring the child leaves him with a permanent scar in his mind thus damaging his personality forever. You as a teacher, have a significant role to play in identifying the child's problem and providing his such support by which the class mates also show understanding and support to him.

Appropriate aids and appliances such as Braille for students with blindness, hearing aids for those with hearing impairment and mobility aids (such as walker, crutches, wheel chair, calipers) and writing aid (such as adapted pencils and note books) for those with motor and physical disabilities are provided to meet the challenges.

Further, to meet the challenges, government at Central and state levels have introduced certain benefits and concessions to children with disabilities. Some examples include, a child with blindness or learning disability can have a person assigned to write exam for him as he/she verbally says the answer. They are also given additional time of 30 minutes in the three hour examinations. A child with hearing loss may not do the second/third language and the subject is substituted with another subject.

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

(i) Making use of Learning Materials

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

- (a) **Visual material in the form of pictures or photographs** has to be used where ever appropriate to support the learning. A picture of 'seahorse' or Tajmahal' would convey much more to a child than words. Pictures of great personalities, pictures of rare animals and plants, photographs of historical places and events help children imagine in the right direction.
- (b) **Tactual materials in the form of real objects or models** make the concept very clear. No amount of lecture and not any picture would explain the structure of a prism as effectively as a model. Internal organs, three dimensional geometric figures are best understood with models. Tactual materials could be the real items if they are available easily like a hibiscus flower to explain about structure of a flower, the real mango to explain the qualities of the king of fruits!
- (c) **Our surrounding environment** is so rich in learning materials. Concepts like herbs, shrubs, trees, climbers and creepers can be made clear with the plants around us. An

exposure to post office, bank and clinic would clarify how the people working there help us.

- (d) ***Demonstrating experiments*** with readily available things from our surroundings is another way of making the children learn. A transparent plastic cover and a piece of thread can be used to show transpiration through leaves. Waste cards can be used very effectively to demonstrate the derivation of the theorems and formulae for the areas of geometric figures.
- (e) ***Information and communication technology*** gives endless options to make use of electronic learning materials. We can compensate for bringing real objects to the classroom if we know how to use the computer. In all the schools, the prism may not be there. But we can show the three dimensional picture of a prism with movements to show the figure from all the sides. The complicated process of food getting digested inside the body can be shown through a computer multimedia. The electrons participating in different types of chemical bonding can be shown through a demonstration using auditory, visual and print media by taking the assistance from the computer.
- (f) ***Teacher made low cost learning materials*** are the best to use in teaching. It is nothing but making use of the unwanted or readily available raw materials in our surrounding. Once we start making use of these “waste” materials for teaching in the classroom, everything around us seems useful! The happiness of children participating in the activity makes the teacher look at each and every thing around with a creative mind. The colorful wedding cards take the shape of different type of houses. The seeds from trees around us can make the concept of $2 + 2 = 4$ meaningful. The satin ribbons thrown around can make colorful borders to the states of our country. The old magazines are goldmines for collecting learning aids. The list is endless. Let us begin; we can enjoy the difference for ourselves. The varieties of learning materials have a great role in making all the children in a classroom actively participate. It eliminates boredom from the classroom. Children start looking forward to come to school daily.

(ii) Modifying the Physical Environment

- The place where we live has to be suitable in all respects. If a child in the school has a problem in moving from one place to another the places may be changed to suit the need of the child. The classroom from the upstairs has to be changed to the downstairs if a child cannot climb the stairs. The classroom in the distant corner can be changed close to the main entrance if a child finds it difficult or takes enormous time to reach the room.
- The space inside the classroom is another important aspect to pay attention to. The arrangement of the furniture should not obstruct children to move inside. The seating arrangement has to be made considering the requirement of children. A child having hearing impairment can be given the place in the first row preferably in the centre. A child requiring the teacher’s attention has to be seated in a place which is easily accessible to the teacher. The child who has difficulty seeing in bright light has to be seated in a place where direct light is not falling on the face.
- The source of noise inside and outside the classroom has to be controlled. A student getting distracted easily must be given a place away from the corridor, window and door. The noise making furniture can be fitted with rubber bush. As much as possible, natural light and air has to be utilized. Fan and light disturb some children. The flipping of charts creates unnecessary noise which has to be controlled sticking them to the wall.

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

(iii) **Adapting simple Classroom Management Techniques**

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

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

(iv) **Employing Child Friendly Evaluation System**

The rigid evaluation system is not practical in an inclusive classroom. The evaluation should assess what the child is able to do rather than what the child is not able to do. We shall see how it can be addressed in the classroom by teachers to suit every child in the classroom. Shruthi is a child in class 4. She is able to follow the lessons in the class. But when the teacher asks her questions in oral exam, she is unable to tell. Her problem could be either in language expression or shyness to answer in front of the teacher. Our concern is to know her level of learning, not her ability to express. In such a situation as teachers what is the best alternate we can think of to assess her learning? We can make *modification* in the way we elicit the response. Instead of oral response, response may be obtained through computer, pictures or written form depending on the child's strength.

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

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

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

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

What is the role of general teacher to make the process of inclusion a reality?

Teacher who is the most decisive element in the classroom plays a significant role to make the process of inclusion a reality. It is his/her personal philosophy that creates the climate of the classroom. She is the constant source of inspiration for children to achieve success. It is their manner, attitude, beliefs and values which project their behaviour and interaction style with the learners ultimately affecting the learner's self esteem and their success. It is the teacher whose responsibility is to create learning friendly environment that stimulate and motivate the children to use their potentialities to maximum.

To reduce or remove the barriers to learning and participation of students requires insight into where these barriers may come from and why and when they arise. It is important for a teacher to be aware of the socio-economic and family background of students to understand non-academic factors that influence learning. Many factors that affect learning can not be immediately altered, but understanding of these factors will enable teachers to see student's failure in a different perspective and create learning environment conducive for learning.

Consider this a personal and professional challenge. However, teachers need to reflect on what happens inside the classroom, teaching is generally a group activity, while learning is more an individual activity and not all students learn at the same pace or in the same way. Teachers need to consider this. In addition to the above the general teachers shall be sensitized with regard to the **following basic principles** needed for facilitating the inclusive education:

- Every student has an inherent right to education on the basis of equality of opportunity
- No student is excluded from, or discriminated within education on grounds of race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, disability, birth, poverty or other status
- All students can learn and benefit from education
- Schools adapt to the needs of students, rather than students adapting to the needs of the school 5. The students' views are listened to and taken seriously
- Individual differences between students are a source of richness and diversity and not a problem
- The diversity of needs and pace of development of students are addressed through a wide and flexible range of responses.

Important points:

- ❖ Inclusion is really about practical changes that we can make so that children with diverse needs can succeed in our classroom and school. In order to meet the diverse learning needs of the pupil's teacher should teach knowledge, skills, understanding, in a ways that suit their pupil's abilities. Maximizing of learning for all children by taking into account the diverse needs should be the mission of every school and teacher should be equipped to help the learner to provide opportunity to learn effectively which is right of all children. Inclusion is all kinds of practices of good teaching. What good teachers do is to think and develop ways to reach out to all children.
- ❖ Inclusive education should not be considered merely a special approach that shows us how a few chosen learners – e.g. children with disabilities – can be integrated in the mainstream education, but it should be considered a paradigm shift in the overall societal attitude and approach towards children with all diversities. This attitude should lead to transform the regular education system in order to respond to different learners in a constructive and positive way. Such attitude and resultant endeavours should be collective journey wherein everyone in the society joins.
- ❖ **Successful inclusion requires:**
 - I – Infrastructure
 - N – National policy
 - C – Changing attitude / Capacity building
 - L – Leadership / Legislation
 - U – Understanding
 - S – Sensitization / Awareness
 - I – Initiative / involvement of all parents
 - O – Optimism
 - N – Networking with different organization

5.2 Review of existing educational programmes offered in secondary school (General and Special School)

See internet

5.3 Skills and competencies of teachers and teacher educators for secondary education in inclusive settings

For teaching in an inclusive classroom, a teacher needs to possess competencies that help her/him to plan and implement strategies that provide students wider access to regular curriculum. Research says that the teachers in an inclusive classroom should have the:

- ability to solve problems, to be able to informally assess the skills a student needs (rather than relying solely on standardised curriculum);
- ability to take advantage of children's individual interests and use their internal motivation for developing required skills;
- ability to set high but alternative expectations that are suitable for the students. This means developing alternative assessments;
- ability to make appropriate expectations for each student, regardless of the student's capabilities. If teachers can do this, it allows all students to be included in a class and school; and
- ability to learn how to value all kinds of skills that students bring to a class, not just the academic skills. In doing this, teachers will make it explicit that in their classrooms they value all skills

Also the teachers must be able to:

- recognise and respond to the diversity of students in their classrooms;
- accommodate to students' different learning styles and rates of learning by employing a range of teaching methods, including cooperative group learning, peer tutoring, team teaching and individualised instruction;
- be aware of the rights of students with education support needs
- locate appropriate material, equipment or specialists; and
- identify and overcome barriers to learn.
- consult with and develop partnerships with parents/caregivers and colleagues;
- use appropriate forms of assessment;
- adapt their instruction to the prior knowledge and beliefs of students;
- create an inclusive community that extends beyond the walls of the school; and
- seek to enhance the self-esteem of all students

5.4 Teacher preparation for inclusive education in the light of NCF - 2005

In India, classroom teachers are increasingly faced with the challenge of teaching learners whose differences vary across many dimensions. Schools often exclude, or refuse to include, certain students on the grounds that teachers do not have the requisite knowledge and skills to teach. This sense of being unqualified or not prepared to teach all students in inclusive classrooms raises questions about what constitutes 'necessary knowledge and skills', and different views about what classroom teachers need to know and how they might be prepared to work in inclusive classrooms.

5.4.1 Recommendations of NCF - 2005 for inclusive education

The National Curriculum Framework, NCERT, 2005 is an excellent example of an Inclusive Curriculum. Some of the excerpts that facilitate inclusion of children with disabilities are the following:

- The curriculum must provide appropriate challenges and create enabling opportunities for students to experience success in learning and achievement to the best of their potential. Teaching and learning processes in the classroom should be planned to respond to the diverse needs of students. Teachers can explore positive strategies for providing education to all children, including those perceived as having disabilities. This can be achieved in all collaboration with fellow teachers or with organisations outside the school.
- The learning plans therefore must respond to physical, cultural and social preferences within the wide diversity of characteristics and needs.
- Activities could enable teachers to give individualised attention to children, and to make alterations in a task depending on their requirements and variations in the level of interest. In fact, teachers could also consider involving children and older learners in planning the class work; such variety would bring tremendous richness to the classroom processes. It would also allow teachers to respond to the special needs of some children without making it seem as if it is an obvious exception.
- Schools need to become centres that prepare children for life and ensure that all children, especially the differently able, children from marginalised sections, and children in difficult circumstances get the maximum benefit of this critical area of education
- Simple adaptation of playgrounds, equipment and rules can make activities and games accessible to all children in the school.
- Children learn in a variety of ways-through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself in speech, movement or writing – both individually and with others. They require opportunities of all these kinds in the course of their development.
- While many of the differently abled learners may pick basic language skills through normal social interactions, they could additionally be provided with especially designed materials that would assist and enhance their growth and development. Studying sign language and Braille could be included as options for learners without disabilities.
- We need to reaffirm our commitment to the concept of equality, within the landscape of cultural and socio-economic diversity from which children enter into the portals of the school.
- Curriculum design must reflect the commitment to UEE not only in representing cultural diversity, but also by ensuring that children from different social and economic backgrounds with variations in physical, psychological and intellectual characteristics.
- The effort should be to enable the learner to appreciate beauty in its several forms. However, we must ensure that we do not promote stereotypes of beauty and forms of entertainment that might constitute an affront to women and persons with disabilities.
- The constructive perspective provides strategies for promoting learning by all.
- A pedagogy that is sensitive to gender, class, caste and global inequalities is one that does not merely affirm different individual and collective experiences but also locates these within larger structures of power and raises questions such as, who is allowed to speak for whom? In particular, for girls and children from underprivileged social groups,

social and classrooms should be spaces for discussing processes of decision making, for questioning the basis of their decisions, and for making informed choices.

- The attempt to improve the quality of education will succeed only if it goes hand in hand with steps to promote equality and social justice.

To conclude, including children with disabilities in education is a challenging task. It involves providing appropriate responses to a wide spectrum of learning needs in both formal and non-formal settings.

5.4.2 Preparation of teachers for Inclusive School

National Curriculum Framework (2005) stresses the need for integrating the physically and mentally handicapped children with general community as equal partners, to prepare them for normal growth and to face life with courage and confidence”

Principles for the Inclusion of Disabled Children in Schools

- To provide for vocational training suitable according to their abilities at higher and senior secondary level.
- All the disabled children have the equal right to learn and benefit from education and co-curricular activities
- Zero rejection
- It is the school which has to adjust according to the requirements of the disabled children.
- To provide for the training of regular teachers.
- To promote awareness in the community for the education of the disabled children.

Pedagogy and Training – Putting Inclusive Principles in Teacher Training

- Pedagogy and training especially of the regular teachers are imperative for Inclusive Education to happen. This has to be with a resource support team from the special education to ensure retention of children in schools. NGO’s and special schools could play an important role as Resource Support Teams.
- The Teacher Training Courses at all levels also need to emphasize the study of disability and not let it be treated as an optional subject. The Principles of Inclusive Education need to be put into all training.
- Pedagogy and training especially of the regular teachers are imperative for Inclusive Education to happen. This has to be with a resource support team from the special education to ensure retention of children in schools. NGO’s and special schools could play an important role as Resource Support Teams.
- The Teacher Training Courses at all levels also need to emphasize the study of disability and not let it be treated as an optional subject. The Principles of Inclusive Education need to be put into all training.

Short Questions with Answers

Marks – 2

Q. Why identification and assessment of children with special needs arising out of disability is essential?

Ans: The early identification and assessment of children with special needs arising out of disability is essential to:

- Prevent deterioration in disability conditions.
- Provide appropriate aids and appliances to overcome disability effects.
- Prepare them for education through early stimulation programmes which improve their educability. - Prevent secondary disabilities, disturbances and disorders.

Q. What actions can we take as teachers to create an inclusive classroom?

Ans: \ following important actions may be taken to create an inclusive classroom:

- (i) Making use of learning materials
- (ii) Modifying the Physical Environment
- (iii) Adapting simple Classroom Management Techniques
- (iv) Employing Child Friendly Evaluation System

Q. State the purpose of assessment of children who have learning difficulty.

Ans: Assessment is made for two purposes:

- Assessment for identification of children who have learning difficulty and thereby to determine additional resource support
- Assessment for teaching to determine what and how a child should be taught

Q. What are the common classroom problems in students?

Ans: A teacher plays a significant role in assessing her student's weak and strong areas. The teacher should be very vigilant while observing the problems of students in the class. Common problems reported in the classroom are:

- Disturbs other children of the class.
- Does not copy down the information in the notebook.
- Has problem copying from blackboard or when dictated.
- Lacks initiative.
- Does not take interest in the studies.
- Is lethargic.
- Forgets and does not pay attention to task at hand.
- Needs reminders to complete a task.
- Does not complete his home work.
- Uses abusive language.
- Engages in other activities while the teacher is in the class

Q. Mention any four skills and competencies of teachers and teacher educators for secondary education in inclusive settings

Ans: Teachers in an inclusive classroom should have the ability to:

- solve problems, to be able to informally assess the skills a student needs (rather than relying solely on standardised curriculum);
- take advantage of children's individual interests and use their internal motivation for developing required skills;
- set high but alternative expectations that are suitable for the students. This means developing alternative assessments;
- make appropriate expectations for each student, regardless of the student's capabilities. If teachers can do this, it allows all students to be included in a class and school.

Q. State any four recommendations of NCF-2005 for inclusive education.

Ans: Following are the four recommendations of NCF - 2005 for inclusive education:

- The curriculum must provide appropriate challenges and create enabling opportunities for students to experience success in learning and achievement to the best of their potential. Teaching and learning processes in the classroom should be planned to respond to the diverse needs of students. Teachers can explore positive strategies for providing education to all children, including those perceived as having disabilities. This can be achieved in all collaboration with fellow teachers or with organisations outside the school.
- The learning plans therefore must respond to physical, cultural and social preferences within the wide diversity of characteristics and needs.
- Activities could enable teachers to give individualised attention to children, and to make alterations in a task depending on their requirements and variations in the level of interest. In fact, teachers could also consider involving children and older learners in planning the class work; such variety would bring tremendous richness to the classroom processes. It would also allow teachers to respond to the special needs of some children without making it seem as if it is an obvious exception.
- Schools need to become centres that prepare children for life and ensure that all children, especially the differently able, children from marginalised sections, and children in difficult circumstances get the maximum benefit of this critical area of education

Q. What are the principles of for the Inclusion of Disabled Children in Schools?

Ans:: Following are the Principles for the Inclusion of Disabled Children in Schools:

- To provide for vocational training suitable according to their abilities at higher and senior secondary level.
- All the disabled children have the equal right to learn and benefit from education and co-curricular activities
- Zero rejection
- It is the school which has to adjust according to the requirements of the disabled children.
- To provide for the training of regular teachers.
- To promote awareness in the community for the education of the disabled children.

Q. State any four characteristics of Inclusive School.

Ans: Following are the four characteristics of Inclusive School:

- (i) Inclusive School is deeply committed to the belief that all children can learn.
- (ii) It focuses on students' learning needs rather than on their disabilities.
- (iii) It provides additional support as soon as the need for this becomes evident.
- (iv) It adopts a team teaching approach to meet the diverse need of learners.

Probable Questions

Very short answer type questions

Marks - 2

1. Why identification and assessment of children with special needs arising out of disability is essential?
2. State the purpose of assessment of children who have learning difficulty.
3. What are the Common Classroom Problems in Students?
4. Mention any four skills and competencies of teachers and teacher educators for secondary education in inclusive settings
5. State any four recommendations of NCF-2005 for inclusive education.
6. What are the principles of for the Inclusion of Disabled Children in Schools?
7. State any four characteristics of Inclusive School.

Short answer type questions

Marks - 5

1. What are the problems in inclusion in real classroom situation?
2. Discuss in brief the appliances used in inclusive school.
3. Mention the necessary skills and competencies of teachers working in inclusive school?
4. What strategies should be adopted for the preparation of teachers for Inclusive School?

Long answer type questions

Marks - 10

1. What are the common problems you encounter in your daily inclusive classroom situation? How do you tackle with it?
2. What difficulties do you face for assessing the children with special needs? How do you overcome it?
3. How could you integrate your classroom teaching for making continuous comprehensive evaluation?
4. How could you judge the effectiveness of teaching methodology used by the teacher?
5. Write the characteristics of Inclusive School.