

STRATEGIES OF TEACHING FOR IMPLEMENTING INCLUSIVE EDUCATION IN INDIA

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ABSTRACT

The Government of India has launched its “Sarva Shiksha Abhiyan”- an ambitious programme seeking education for all by 2010. SSA will ensure that every Child with Special Needs is provided education in an appropriate environment. To ensure the success of this programme it has Right to Education Bill, 2005, clearly emphasizing the right to every child between the age of 6 and 14 years. India is a signatory to the 1990 United Nations World Declaration on Education for All, (EFA) which reaffirmed the rights of all children including children with disabilities to access education in regular school settings and to the Biwako Millennium Framework for Action towards an inclusive, barrier free and rights based society for persons with disability, the Declaration on the Full Participation and Equality of People with Disabilities in the Asia Pacific Region. Govt. of India has to accelerate the new scheme of Inclusive Education to achieve the target of Education for All (EFA) by 2010. The success of this programme depends on the curriculum, school and teachers. This task is really tedious and challenging. It needs a thorough change in the outlook and working of those who are associated with the processes and product of the school education.

In this respect the teacher play an important role. The way he/she transact the curriculum is called strategies. The teacher should understand what the aims of education are. He/she should consider the objectives of curriculum and understand the processes of learner development. In inclusive education every child has a diverse need whether it is a normal child or a CWSN. Children develop physically at different ratio and this difference affects the learning capacity of learner. Teacher must consider this difference. Only a teacher can identify this difference among learners. The teachers must try to satisfy the need of the children as far as practicable, so that the relationship becomes strong. He/she should remain alert always in order to meet the needs of the students.

KEYWORDS: Sarva Shiksha Abhiyan, Education for All, Children with Disabilities (CWD), Inclusive Education, Curriculum, Transaction strategies

INTRODUCTION

We live in a world of diversities and individual differences. Such diversities and different become too pronounced in the case of two varying sets of Children with Special Needs (CWSN). The Children with Special Needs are those who deviate from the so called normal or averages in their various personality dimensions so much so as to demand special care, attention and measures for their adequate adjustment, welfare and progress in their life. However, under any circumstances, we can't ignore or avoid this challenge. As a democratic country wedded to the ideals of equality, equity and fraternity, we are bounded to provide an equal and fair access to all our youngsters irrespective of their normality or exceptionally. As result “Education for all” is not a mere slogan or ideal but a hard reality or compulsion for us.

In this connection it should also be remembered that our country 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 and barrier free society. The Government of India has launched its “Sarva Shiksha Abhiyan”- an ambitious programme seeking education for all by 2010. SSA will ensure that every Child With Special Needs is provided education in an appropriate environment. To ensure the success of this programme it has Right to Education Bill, 2005, clearly emphasizing the right to every child between the age of 6 and 14 years. In tracing the evolution of education in India, one’s need must begin with the system of general education and its beginnings of what today we loosely term “education” as it was understood and practiced in ancient India. The earliest recorded system of education per se is found in the Rig Veda, which broadly deals with the philosophy of life and the practices in learning (generally speaking, the word Veda means” to know.”) It is called the Vedic Era in the history of education in India and is thought to be almost 5000 years old. India is a signatory to the 1990 United Nations World Declaration on Education for All, (EFA) which reaffirmed the rights of all children including children with disabilities to access education in regular school settings and to the Biwako Millennium Framework for Action towards an inclusive, barrier free and rights based society for persons with disability, the Declaration on the Full Participation and Equality of People with Disabilities in the Asia Pacific Region. India also subscribes to the philosophy of the 1993, UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities and the Salamanca Statement and Frame work For Action (1994).

So, we can say Indian Society is naturally more inclusive than segregationist in nature. Starting from Gurukul System to western model of day-care system efforts has been made to bring people in, rather than to keep them out. About 1.40 million (NIEPA, 2005) children with disabilities are in regular schools. Govt. of India has to accelerate the new scheme of Inclusive Education to achieve the target of Education for All (EFA) by 2010. The success of this programme depends on the curriculum, school and teachers. This task is really tedious and challenging. It needs a thorough change in the outlook and working of those who are associated with the processes and product of the school education.

In this respect the teacher play an important role. The way he/she transact the curriculum is called strategies. The teacher should understand what the aims of education are. He/she should consider the objectives of curriculum and understand the processes of learner development. In inclusive education every child has a diverse need whether it is a normal child or a CWSN. Children develop physically at different ratio and this difference affects the learning capacity of learner. Teacher must consider this difference. Only a teacher can identify this difference among learners. The teachers must try to satisfy the need of the children as far as practicable, so that the relationship becomes strong. He/she should remain alert always in order to meet the needs of the students. For Children With Special Need (CWSN) teacher adopt special curriculum transaction strategies. It mean this term ‘special curriculum transaction strategies’, to fulfillment of educational objectives for (CWSN), the way which is adopted by teacher to make them understand the content and to enhance their understanding is called special curriculum transaction strategies according to the need of content or the need of student/learner. There are various strategies adopted by the teacher for transaction of special curriculum as Cognitive strategies are based on logical thinking. Physical strategies are comprised of such things as physical exercise and other recreational activities. Behavioral strategies are comprised where little thought is required. Emotional strategies include such things as self-deprecation and the time organisation are characterized by priorities set of relaxing work. Inclusive education is all about making classrooms responsive to the needs of the learner. It stresses on child centred pedagogy using peer tutoring, co-operative learning and group-learning.

NEED AND SIGNIFICANCE OF THE STUDY

Generally integration or inclusive education depends on what teacher do in the class room. The way in which teacher realize inclusion within the classroom can take different forms. To identify various models of dealing with differences in classroom depends on teachers' attitude towards pupils with special needs. The attitude of teachers towards educating pupils with special needs has been put forward as a decisive factor in making school more inclusive.

Teaching pupil with special needs in the main stream classroom no doubt deviates from the regular programme. Teachers are confronted with the question of how to instruct these pupils they require more instruction time or other learning method. To realize the inclusion of these pupils in mainstream education, teachers try to enhance the level of resources and differentiate between pupil with respect to the amount and type of resources available to them.

Success of IE depends on teachers and good classroom practices. A beginning has been made in this area, but a lot more has to be done. Teacher education needs to contribute to this process. Responsible bodies and schools should anticipate the requirements of special needs students and should make the necessary adjustments for giving them better accessibility. Therefore, it is needed to spread the information that the doors of all educational institutions are open to everyone in the community.

The present study therefore assumes importance as it focuses on measures adopted by teachers for implementing inclusive education.

OBJECTIVES

- To find out different strategies of teaching in inclusive settings.
- To determine various steps involved in mentioned different strategies of teaching.
- To provide suggestions for effective implementation of mentioned strategies of teaching

STRATEGIES FOR TEACHING IN INCLUSIVE SETTINGS

If children with special needs are included in an ordinary class, it is the responsibility of the teacher to ensure that all children have access to the curriculum. To make the curriculum accessible to Children with Special Needs, teacher can either modify the material or adapt the strategy. Either individualization of instruction will have to be done or the strategy may have to be adopted so that all children are taught at their level.

Team Teaching

An education of Children with Special Need is an area, which has foundations in many disciplines; you may have to seek help of other teachers/ specialists/ professionals like physiotherapist/occupational therapist/speech therapist/ social worker so that the B.Ed./In-service training curriculum is transacted in totality properly to the trainees. Hence, at times you may have to teach as a team. Team teaching is an approach in which two or more teachers, join together, plan together, teach together and evaluate together. As an educator, you have to work out the depth in which the therapists and doctors give their inputs and how they can be related to education and behaviour of the child in school. In inclusive schools the regular education teacher and the special education teacher also work together in providing service to children with Special Need in the classroom.

Peer Tutoring

Peer tutoring involves one-to-one instruction from a student to another in the tutoring role and the tutee who receives instruction. Peer tutoring meets the individual's needs of the child with disabilities by providing remedial or supportive instruction.

Cooperative Learning

Cooperative Learning is a strategy used by group/number of students to achieve a common goal with mutual collaboration and support. In an inclusive classroom where a large number of children with and without disabilities have been enrolled, children can be taught with the help of cooperative learning in which they have common goals. If a child with Special Need is to be taught he/she should be placed with the children who have the sensitivity and skills to deal with them. All students in the class may have to be oriented and prepared to work with children having locomotor disability. They need to be told about the difficulties the child faces and in what ways they can be of help. Grouping should be such that they help each other learn, they work together to seek solutions to problems and to complete an assignment. It is opposed to the existing system of education in the regular classroom where children are forced to compete against one another, the educational system encourages children to learn cooperatively through joint ventures. It is particularly suited to children with Special Need as they may feel insecure in a competitive setting. Children having locomotor disability, learning disability and emotional disturbances often lack the opportunity for social interaction. They need to develop the skills necessary for positive peer interaction. Using cooperative learning will provide opportunities to children with special needs, as they would take turns, ask questions, seek assistance, answer questions, offer suggestions, learn and display good manners, speak positively about others and correct others.

Language Experience Approach (LEA)

The Language Experience Approach (LEA) integrates the development of reading skills with the development of listening, speaking and writing skills. What the child is thinking and talking about would make the material for developing the lesson. LEA deals with the following thinking process:

- What a child thinks about, he can talk about,
- What a child says, he can write (or someone can write for him), and
- What a child writes (or others write for him), he can read.

Many children with Locomotor Disabilities may talk like any other child in the class e.g. children with visual impairment polio, muscular dystrophy and some types of spina bifida.

However, some children with hearing impairment, mental retardation, cerebral palsy and some types of spinal bifida may show difference in thinking, talking or communication. In such cases the teacher will have to make special efforts to see that she/he talks about the experiences in the child's world or she should try to give the experience to the child before discussing it.

Multi Sensory Approach

The Multi Sensory approach is based on the premise that for some children learning is facilitated if content is presented via several modalities. Kinesthetic and tactile stimulation are used along with visual and auditory modalities.

Breakthrough to Literacy Programme

Many children cannot remember what they read as it seems very remote from their immediate environment. If they are taught to write what they are actually doing they should be able to retain it. Hence a strategy that could promote retention over a long period of time should be based on involvement of the child at different levels. One such strategy called 'Breakthrough To Literacy Programme' could be used with children having Special Need, as some children with hearing impairment, mental retardation cerebral palsy and spinal bifida may not be able to read easily. The strategy involves following steps

Task Analysis

Various activities of daily living as well as academic activities can be taught through this method. You should ask the teacher to task analyze different tasks and administer them on children with Special Need.

Word Analysis Skills

Children can use this type of skill to unlock new words at one time or another and beginning readers use this variety of strategies most frequently. Hence teacher can use these strategies with children with hearing impairment. Based on the special needs of the children he/she will have to choose the strategy, which he/she think, is appropriate for the child as well as for the whole class.

Other Transaction Strategies Used by Teachers in Classroom

For catering every child individual needs teacher also modify teaching materials and activities of teaching. Time to time teacher use Inquiry approaches, independent studies and prepare different textual material for proper understanding of children.

STEPS INVOLVED IN FOLLOWING STRATEGIES OF

Steps of Team Teaching

In inclusive education, meeting the special educational needs of children is the joint responsibility of the regular teacher, the special teacher and other professionals. For team teaching you have to plan jointly with others for teaching and evaluating a particular topic or subject depending upon your expertise/experience.

Steps of Peer Tutoring

Steps involved in peer Tutoring are as given here:

- Make an assessment of pupil's performance in the class.
- Prepare a profile of tutee's performance in all areas of development.
- Identify the strengths of the pupils in the class to select peer tutors
- Match the tutor and the tutee. The tutor should be good in the subject and should have the skills to transact what the tutee with locomotor disability has to learn.
- Develop adapted instructional materials in advance for use by the peer tutor and tutee e.g. Communication board may have to prepare for a child with cerebral palsy with communication problems.

- Organize a short training for tutors for carrying out tutoring effectively for children with Special Need. In a child with Special Need the specific disorder has to be assessed and catered to by the teacher and the peer tutor in the following way.
- Tell peer tutor about the present profile of the tutee and levels expected from the tutee in a particular time frame set for the child. Lot of practice may be required for SN children with limited intellectual potential.
- Give very specific instructions to the peer tutor and to the tutee.
- Allot space and suitable work environment for tutoring e.g. a child with athetosis may need a helmet and lot of space so that he does not hit against the walls. A child with wheeled chair may need lot of space to move around. A child with sensory impairment may need the necessary equipment.
- Keeping in mind the convenience of both, work out a practical work schedule.
- Reinforce the tutor for doing his job well and the tutee for the progress made by him.
- Build good relationships between them by encouraging both of them for their performance.
- Monitor the progress of tutoring.
- Change the tutor for different subjects or for different tests or for revision if the need be.
- Above all, seek the permission from the parents of the tutor and the tutee for this activity.
- They have to be convinced that it is useful for both. Parents need to be told that the tutor also learns by teaching and the tutee learns better this way. Parents of the tutee need to be oriented to the disability and they need to be ensured that it will not affect their child in any adverse way.

Steps of Cooperative Learning

In Cooperative learning the teacher would operate only as a

- planner
- facilitator
- evaluator and
- monitor

After the instructional objectives are laid, the students are grouped and assigned roles of leader, actor, recorder, evaluator etc. Roles are restarted. The support material to carry out the task is also rotated. Conduct the activity in such a way that each child has to take responsibility for his own learning. Thus individual accountability is ensured. The teacher has to ensure inter group interaction without which cooperative learning is meaningless. Monitoring is done by the teachers in terms of – level of mastery, completion of task, quality and quantity of work done, peer interaction and collaboration and satisfaction of the group as a whole. Grouping of children with Special Need should be done in such a way that the work goes on smoothly in the group. Cooperative learning is also used in a situation where a large number of children are on roll as in Govt. Municipal Corporation schools or rural schools in remote areas where we have on one/two – teacher schools. It benefits not only children with special educational needs but also all other children. It promotes academic achievement,

develops problem-solving skills, leadership skills and pro-social skills; increases motivation, understanding, retention and transfer of learning to varied situations. It provides opportunity for peer interaction and social integration of children with disabilities. It also sensitizes and orients all children in the class as they know about the potentialities of many children with Special Need who may give a different appearance. However, teacher should monitor closely the materials, and the way they are used and the activities conducted in the class. In this approach children learn to share things instead of developing a unhealthy competition. Cooperative learning provides opportunities to all children to participate and contribute.

Steps of Language Experience Approach (LEA)

The Language Experience Approach (LEA) integrates the development of reading skills with the development of listening, speaking and writing skills. Many children with Locomotor Disabilities may talk like any other child in the class e.g. Children with visual impairment polio, muscular dystrophy and some types of spinnabifida. However, some children with hearing impairment, mental retardation, cerebral palsy and some types of spinal bifida may show difference in thinking, talking or communication. In such cases the teacher will have to make special efforts to see that she/he talks about the experiences in the child's world or she should try to give the experience to the child before discussing it.

Steps of Multi Sensory Approach

The approach involves the following steps

- See the word,
- Hear the teacher say the word,
- Say the word,
- Hear themselves say the word,
- Feel the muscle movement as they say,
- Feel the tactivle surface water on their fingertips,
- See the hands move as they trace and
- Hear themselves say it as they say it...

This approach may be more useful in case of children with multiple disabilities as they need repetition through different modalities for reinforcement.

Steps of Breakthrough to Literacy Programme

'Breakthrough To Literacy Programme' could be used with children having Special Need, as some children with hearing impairment, mental retardation cerebral palsy and spinal bifida may not be able to read easily. The strategy involves following steps

- The child narrates his experiences
- The cards consisting of letters and words spoken are prepared
- The teacher arranges the cards as child narrates

- The teacher reads its out
- The child repeats it till he can read it independently

Steps of Task Analysis

In task analysis, the task to be learnt by the child is broken up into small teachable components. The components are sequenced and each component is transacted to the child. The next component to be taught is taken up only after the child masters the initial ones. Children with Special need cover a large range of disabilities. For each child the basal level and the profile has to be assessed and accordingly considering his pace of learning, the task is to be broken down.

Steps of Word Analysis Skills

In this approach Phonetic analysis teaches a student to “attack” an unfamiliar word. Although it does not teach the total range of reading skills, it does teach the essential skills of decoding. In addition, pictorial, contextual, and syntactic clues can help decode unknown words, as can configurationally and structural analysis.

Steps of Other Transaction Strategies Used by Teachers in Classroom

Modifying Materials and Activities: Within the classroom setting teachers can employ discussions, demonstrations, and learning centres. Other intriguing techniques involve simulation activities, role-playing, or dramatic improvisation.

Textual material: prepare study/reading guides and vocabulary exercises, rewrite materials, preview reading selections, have students do something special after they read selections, use a language experience approach, develop graphic organizers.

Independent study: teach study, library and research skills

Lecturers: use advanced organizers, check note-taking skills, follow prepared outlines, frame outlines.

Inquiry approaches: emphasize cooperative learning, provide some teacher-directed learning. Outside the classroom, field trips to museums, historical sites, and community locations can be engaging. The local neighbourhood can serve as a plentiful and primary source of information.

SUGGESTIONS

On the basis of above mentioned strategies it is very clear that teacher should be well equipped and qualified. Teacher should be emphatic in nature. There are some suggestions which can be very fruitful for making the inclusive setup of education more successful. Teaching is very noble profession. Teachers can change the vision of the society. So for creating inclusive environment, they should have to perform following task:

- They should try to involve parents and community in various school activities.
- They should be able to have complete awareness about the policies and concept of inclusion.
- They should be able to develop feeling of co-operation and sharing among the students.
- They should be able to use peer tutoring, collaborative teaching techniques frequently.
- They should be able to use ICT and other modern technology for catering diverse needs of students.

- This demands training on building the capacity of SSA functionaries at various level.
- For professional development of all the staff members' various kind of workshop, seminar and training are organized in schools time to time.
- Speech & language pathologists, occupational/physiotherapists and counsellors are part of school staff.
- Remedial sessions are arranged as a routine job in inclusive school. Though these sessions are held for students with special needs but all the students can attend these sessions on the basis of requirement.

CONCLUSIONS

The education system in India is changing. They interact constantly with their non-disabled peers. It affects their development in areas related to academics, physical self, active self and social self. The inclusion process is facilitated through support received from school, resource teachers, and parents particularly mothers. nally, The curriculum should be accessible to all children and for this specialist support would be required. Care then has to be exercised to ensure that learners with special needs are not segregated from the mainstream by providing this specialist support. How the school organises itself to be an effective school that takes care of the individual needs of all pupils is another issue to be considered. While being flexible in the timetable and delivery of the curriculum, the school should also provide for the resource support needed in the form of special educators, assistive devices, and teaching-learning material. The professional development of teachers and educators is an important issue and must incorporate attitudinal change, and the knowledge and skills necessary to lead to an inclusive society. So, we can say that a rose is still a rose when it loses a petal. A tree may lose some leaves, but it is still useful. Likewise, a human being can still be useful despite the loss of a physical faculty. According to Helen Keller that the most unfortunate person in society is one who has sight but no vision. In order to understand the abilities of persons with disabilities, one needs to have a broad vision of humanistic values.

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