

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