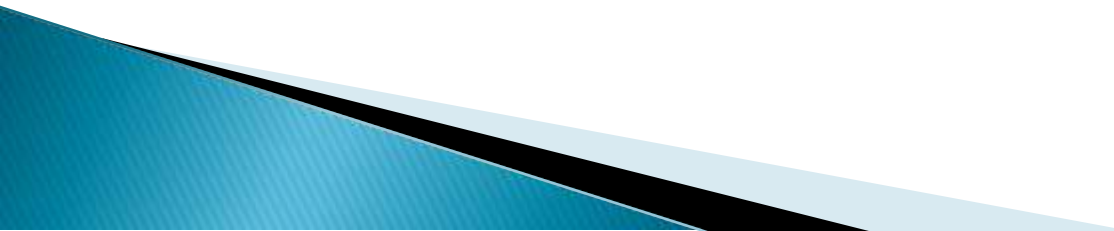


NEED OF INCLUSIVE EDUCATION

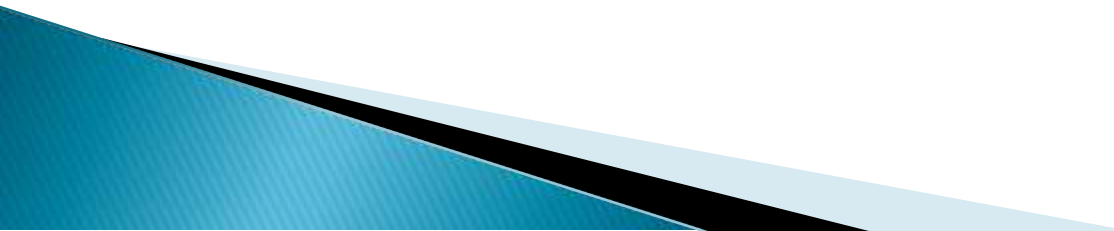
- ▶ 1. For achieving the goal of education for all but not for few
- 2. For social equality. Eliminate prejudices and discrimination
- 3. For the utility of science and technology.
- 4. For improving the quality of education
- 5. For breaking the barrier of poverty by the development and empowerment of society through education.
- 6. For developing sense of self confidence and social prestige
- 7. For recognizing and accepting diversity,
- 8. For the fulfillment of constitutional

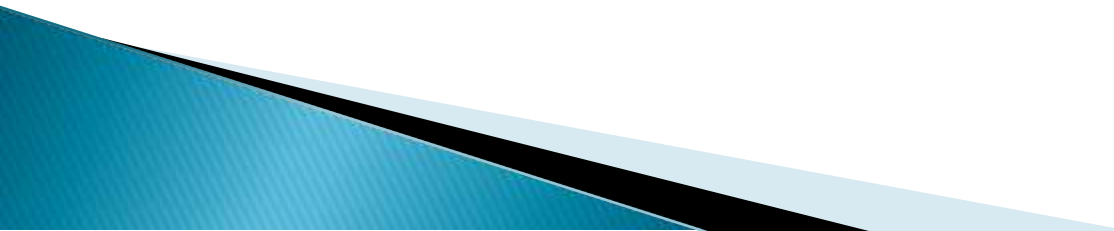
- ▶ 10. Valuing every life equally
 - 11. Helping everyone feel a sense of belonging
 - 12. Promoting children's participation in learning and teaching
 - 13. Reducing exclusion, discrimination and barriers to learning and participation
 - 14. Developing cultures, policies and practices to promote diversity and respect for everyone equally
 - 15. Learning from inclusive practice to share the lessons widely,
 - 16. Viewing differences between children and between adults as a resource for learning
 - 17. Acknowledging the right of children to locally based high quality education.
 - 18. Improving schools for staff and parents as well as children
- 

- ▶ 19. Emphasizing the value of building positive school communities as well achievements
- ▶ 20. Fostering positive relationships between schools and their values and surrounding communities
- 21. Recognizing the incision in education is one aspect of inclusion in society



Principles of inclusive education

- ▶ education occurs when there is ongoing advocacy, planning, support and commitment.
 1. **Universality and inalienability:** Human rights are universal and inalienable, the entitlement of all people everywhere in the world. An individual cannot voluntarily give them up. Nor can others take them away.
 - ▶ 2. **Indivisibility:** Human rights are indivisible. Whether civil, cultural, economic, political or social, they are all inherent to the dignity of every person
 3. **Interdependence and interrelatedness:** The realization of one right often depends, wholly or in part, on the realization of others
 4. **Equality and non-discrimination:** All individuals are equal as human beings, and by virtue of the inherent dignity of each person, are entitled to their rights without discrimination of any kind.
- 

- ▶ **Participation and inclusion:** Every person and all people are entitled to active, free and meaningful participation in, contribution to and enjoyment of civil, economic, social, cultural and political development.
 - ▶ **6. Empowerment:** Empowerment is the process by which people's capabilities to demand and use their human rights grow. The goal is to give people the power and capabilities to claim their rights, in order to change their own lives and improve their communities.
 - ▶ **7. Accountability and respect for the rule of law:** A rights based approach seeks to raise levels of accountability in the development process by identifying rights holders' and corresponding duty bearers' and to enhance the capacities of those duty bearers to meet their obligations.
- 

- ▶ **8. All children belong:** Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. Inclusive education is about children with disabilities – whether the disability is mild or severe, hidden or obvious – participating in everyday activities, just like they would if their disability were not present. It's about building friendships, membership and having opportunities just like everyone else.
- ▶ **9. All children learn in different ways:** Inclusion is about providing the help children need to learn and participate in meaningful ways. Sometimes, help from friends or teachers works best . Other times, specially designed materials or technology can help. The key is to give only as much help as needed.
- 10. It is every child's right to be included:** Inclusive education is a child's right, not a privilege. The Individuals with Disabilities Education Act clearly states that all children with disabilities should be educated with non-disabled children their own age and have access to the general education curriculum.


- ▶ **11. Learn more about inclusive education:** The fundamental principles of 'inclusion' are far deeper. Inclusion in education involves the process of increasing the participation of students with disabilities in, and reducing their exclusion from, curricula and communities of local schools;
- 12. Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students' needs; accepting diversity as normal and as a rich source for all students; responding to the diverse needs of all students, accommodating both different styles and rates of learning; ensuring the quality of education to all students through appropriate curricula, support and teaching strategies. Accepting that inclusion in education is one aspect of inclusion in society.
- ▶ **13. zero rejection policy**
- ▶
- ▶

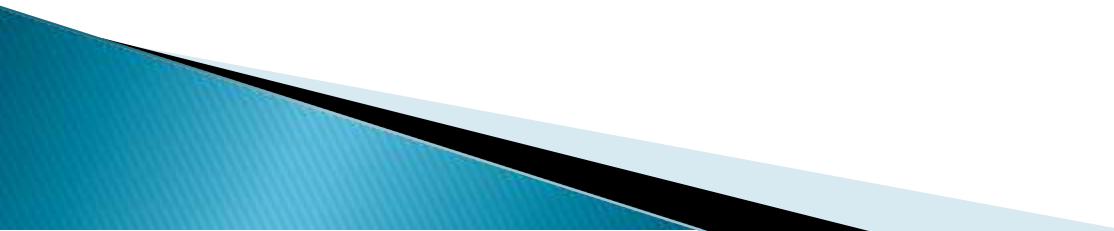
Objectives of Inclusive education


- ▶ To ensure the quality of education to all students

To respond to the diverse needs of all students

To accept diversity as normal and as a rich source for all students.



- ▶ To Increase the participation of students with disabilities in, and reducing their exclusion.
 - ▶ To achieve the goal of education for all but not for few
 - ▶ To gain social equality and eliminate prejudices and discrimination.
 - ▶ To the utility of science and technology
 - ▶ To improve the quality of education
 - ▶ To break the barrier of poverty by the development and empowerment of society through education.
- 

- To develop sense of self confidence and social prestige
 - To recognize and accept diversity.
 - To the fulfillment of constitutional responsibility
 - To put inclusive values into action
 - To value the every life equally
 - To help everyone feel a sense of belonging.
- 

- ▶ To promote children's participation in learning and teaching
- To reduce exclusion, discrimination and barriers to learning and participation
- To develop cultures, policies and practices to promote diversity and respect for everyone equally,
- To learn from inclusive practice to share the lessons widely
- To view the differences between children and between adults as a resource for learning.
- To acknowledge the right of children to locally based high quality education

- ▶ To improve the schools for staff and parents as well as children.


To emphasize the value of building positive school communities as well achievements,

To foster positive relationships between schools and their values and surrounding communities.


To recognize the inclusion in education is one aspect of inclusion in society.



Special Education

- ▶ Special Education or Special Needs Education is the form of education planned for the students with Special Needs in a way that addresses the students (1) Individual Differences and (2) Needs.
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Special Education

- ▶ Special Education is Instruction Based Programme that is specifically designed to meet the Special Needs of the children with disabilities.
 - ▶ Special Education means specially designed instructions that meet the **Unusual Needs** of the **Exceptional** students.
- 


Special Education (Contd)

- ▶ Special education is a form of learning provided to the students with **Exceptional Needs**, such as students with **Learning Disabilities** or **Mental Abnormalities**.


Special Education (Contd)

- ▶ Possible Forms of Special Education
 - Specialized Teaching Techniques
 - Special Materials
 - Special Facilities
- 


Purpose of Special Education

- **Purpose**
 - Special Education aims at to ensure that students with disabilities are provided with the environment that allows them to be educated effectively.
 - Disabilities that qualify for Special Education include all type of **Physical, Mental** and **Behavioural Disabilities.**
- 


Objectives of Special Education

- ▶ To provide appropriate educational program, related services to each child with a disability requiring special education, from age **Three** through **Twenty-one** years.
 - ▶ To provide activities that foster social development and, adjustment into the regular school and community activities.
- 


Objectives of Special Education

- ▶ To Identify disability among the preschool children
 - ▶ To provide opportunity to participate in an approved preschool program within a reasonable distance from the child's home, or
 - ▶ To provide a coordinated and comprehensive instructional program from kindergarten through high school.
- 

Objectives of Special Education

- ▶ To provide appropriate related services to the students with disabilities according to their needs.
 - ▶
 - ▶ To encourage parental involvement and understanding of Special Education programs.
 - ▶
 - ▶ To provide appropriate Vocational Services to the students with disabilities.
 - ▶
 - ▶ To provide Healthy and Friendly Environment in and outside the school for each student with disability.
- 

Special Education Services

- ▶ Special Education services are designed to help the child learn skills that other children learn during general educational settings.
 - ▶ These services include, Therapy, Counseling, Adaptive equipment, Transportation, Accommodation and or Modifications.
 - ▶ Special Education services are provided in public/private schools and include special instruction in the classroom, at home, in the hospital, in institutions, or in other settings.
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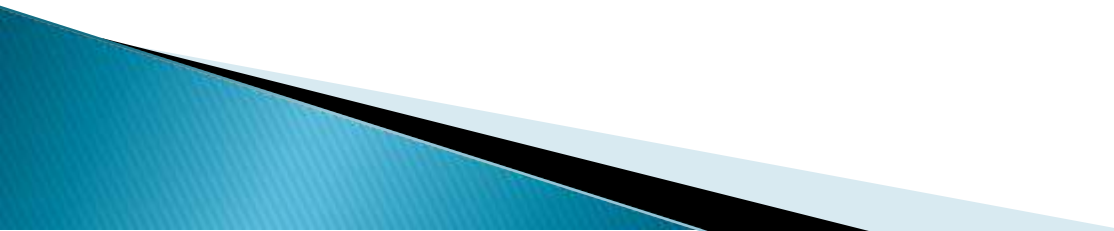
Classification of the Disabilities by “WHO”

- ▶ **WHO (1996)** classifies these terms as:
- ▶ **Impairment:** It refers to physical or mental defect OR
- ▶ The loss or reduced function of a body part or organ.
- ▶ **Disability:** It refers to a person-level limitations in physical and psycho-cognitive activities OR

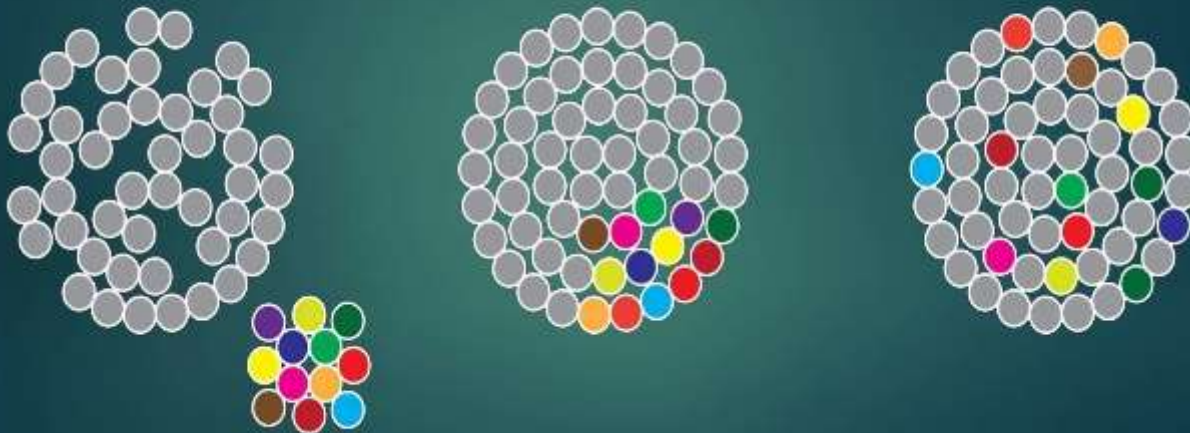
Classification by the “WHO” (Contd)

- ▶ **Disability:** An impairment which limits the ability to perform certain tasks.
- ▶ **Handicap:** A problem encountered during interaction with the environment is termed as the Handicap.

Integrated Education

- **Definition**
 - Integrated Education is the educational programme in which exceptional children attend classes with normal children on either a part or full time basis.
 - It is placement of the disabled children in ordinary schools with some specialised educational help and services.
 - It does not necessarily integrate all the students who are away from the education for any reason like physically, mentally, socially deprived or because of any cast, creed, gender, race, ability, disability, life style etc.
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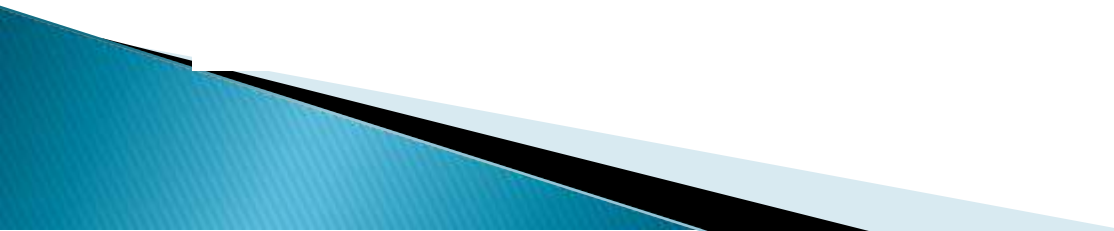
Exclusion vs. Integration vs. Inclusion



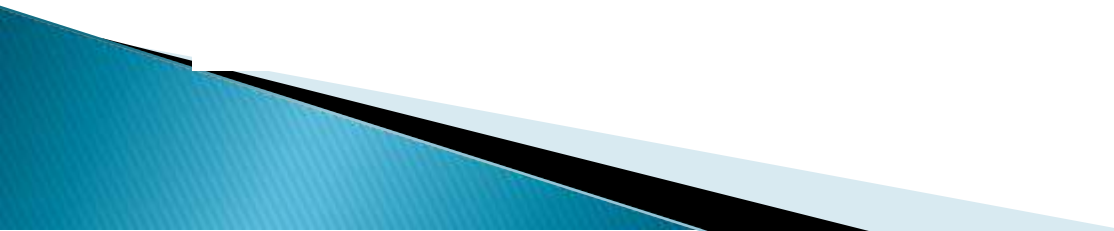
Concept of Integrated Education

- ▶ During 1950-60 it started in India
- ▶ The concept of integrated education arises as outcome of *National Policy of Education*, 1986 recommended to provide equal opportunity to all not only for access but also for success.
- ▶ Integration signifies the process of interaction of disabled children with normal children in the same educational setting.
- ▶ Integration also means 'mainstreaming' or 'Normalisation'. As disabled children are treated with normal children.

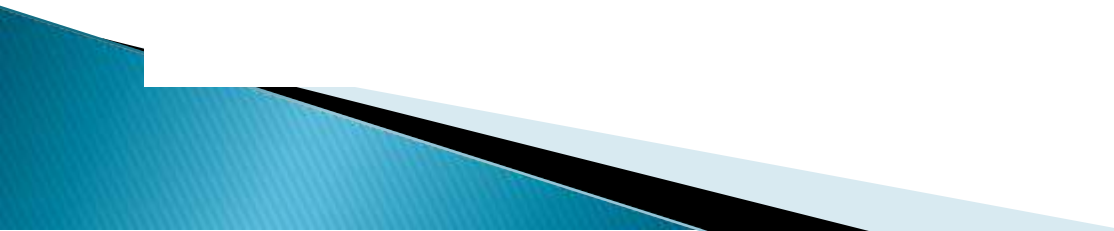
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- 

Integrated Education

- **Importance**
 - It does not create a feeling of differentiation among disabled children.
 - It helps to remove inferiority complex among disabled children.
 - It provides peer group help in learning from normal children.
 - It provides disabled children a chance to enjoy school life with normal children.
 - It ensures social integration.
- 

Integrated Education

- **Importance**
 - It inculcates affection, love and respect for disabled children among normal children.
 - It is less expensive as special infrastructure is not required. Special learning material and specially trained teachers are not appointed.
 - Disabled or challenged students may get help from peers for learning and get motivated for learning.
- 