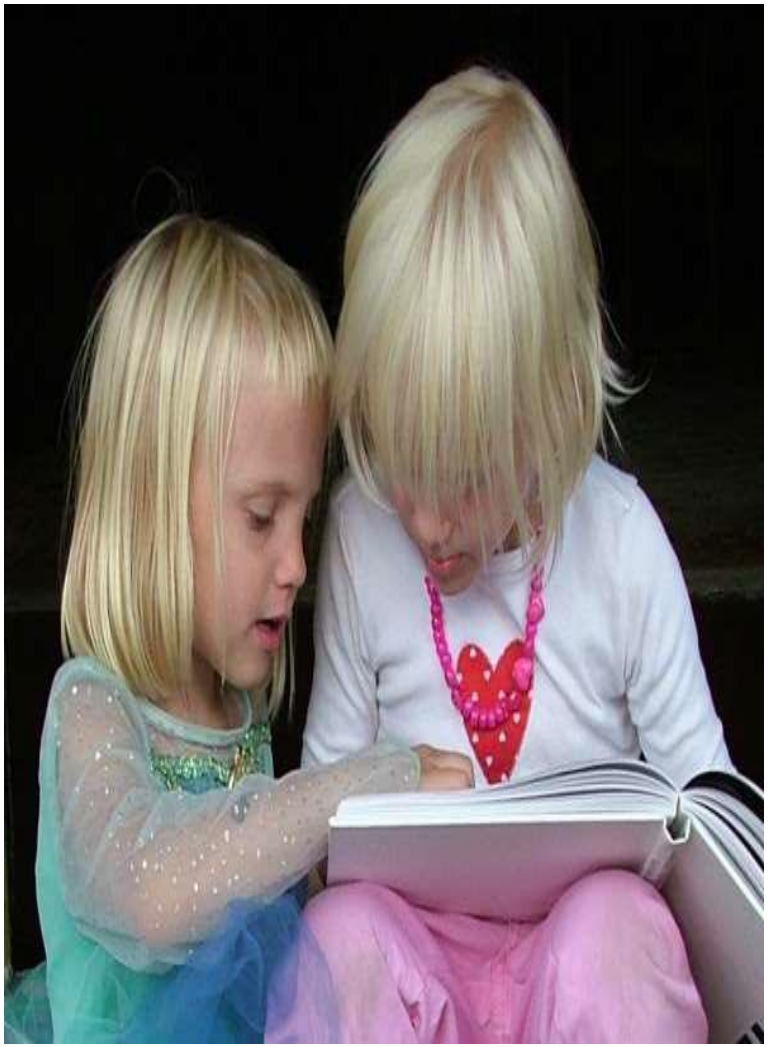
INCLUSIVE EDUCATION

INCLUSIVE EDUCATION



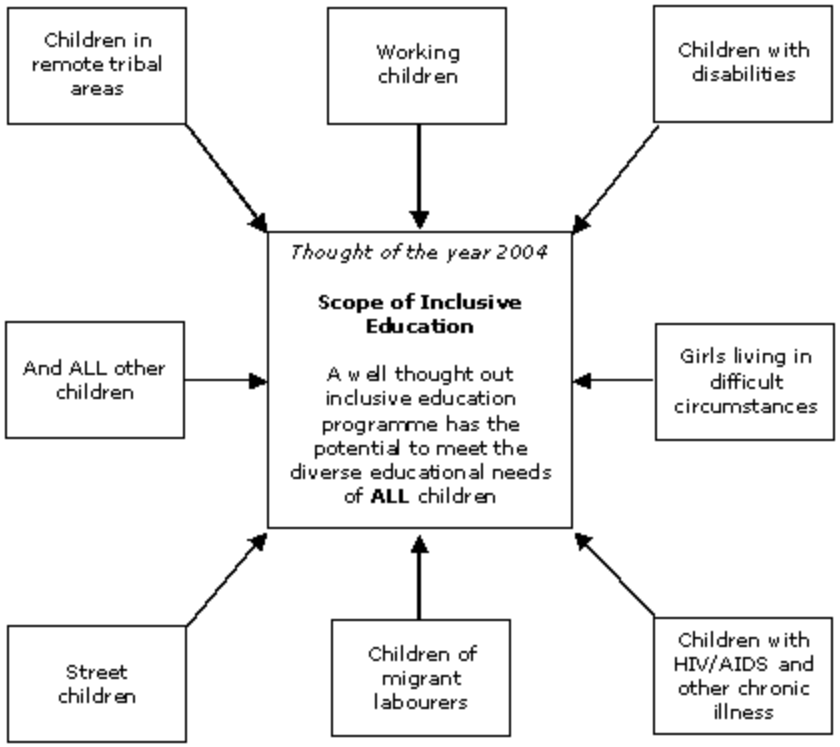
"Inclusive Education is defined as a learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, colour, gender, disability, sexual preference, learning styles and language."

CHILDREN WHO LEARN TOGETHER, LIVE TOGETHER

- The District Education Programme , 1985
- The National Policy on Education, 1986
- The Project Integrated Education for the Disabled, launched in 1987
- The person with Disabilities Act, 1995
- The Integrated Education for Disabled Children Scheme, launched in 1974
- The sarva shiksha abhiyan, 2000
- Making all schools “disabledfriendly” by 2020……. (march, 2005)

PRINCIPLES OF INCLUSIVE EDUCATION

- *No discrimination with students*
- *Equal educational opportunity to all*
- *School adapt to the need of student*
- *Equal educational benefits for all students*
- *The student's views are listened to and taken seriously*
- *Individual differences between students are a source of richness and diversity, and not a problem*


Children in remote tribal areas
Working children
Children with disabilities
Thought of the year 2004
Scope of Inclusive Education
A well thought out inclusive education programme has the potential to meet the diverse educational needs of ALL children
And ALL other children
Girls living in difficult circumstances
Street children
Children of migrant labourers
Children with HIV/AIDS and other chronic illness

NEED AND IMPORTANCE

- To fulfil the constitutional resposibilities
- To enable children to stay with their families
- For the development of healthy citizenship
- For achieving the universalisation
- Developing feeling of self respect
- For the use of modern technology
- For social equality
- Self reliant

AIMS AND OBJECTIVES OF INCLUSIVE EDUCATION

- ***Education for all***
- ***Protection of rights***
- ***Identification of skills***
- ***Development of social consciousness***
- ***To prepare for new challenges***
- ***Development of brotherhood***
- ***To improve quality of education***

PROBLEMS FACED BY STUDENTS

- Inferiority complex
- Lack of understanding
- Adjustment problem
- Isolated and segregated
- Lag behind
- Feeling of Extra burden
- Insecurity
- Lack of expression
- Introvert nature
- Negative approach
- Shyness

ROLE OF TEACHER

- *Interaction with family*
- *To be able to solve their problem*
- *To develop new learning strategies*
- *To be able to develop self confidence*
- *To be able to provide special facilities*
- *To be able to look after their personal needs*
- *To be able to recognize their hidden talents*
- *To inculcate positive attitude in the able-bodies*

children

TEACHING STRATEGIES FOR INCLUSIVE EDUCATION

Co-operative learning

Peer tutoring

Multi-sensory teaching

DESIGN OF CLASSROOM FOR INCLUSIVE EDUCATION

Size of class

- ***Teaching aids***
- ***Restriction of time***
- ***Arrangement of light***
- ***Attention to physical needs***
- ***Special attention to disabled children***

REFORMS IN CURRICULUM

Use of teaching Aids

- **Simple curriculum**
- **Adequate facilities**
- **Participation in games**
- **Co-operative curriculum**
- **Providing reading material**
- **Participation in co-curricular activities**
- **Multi-level and flexible curriculum**

BARRIERS IN INCLUSIVE EDUCATION

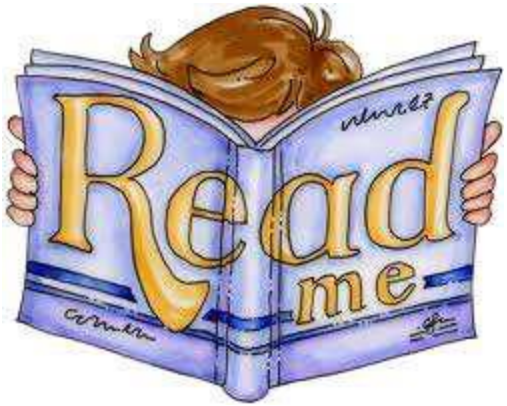
- ***Negative approach***
- ***Lack of physical facilities***
- ***Lack of funds***
- ***Lack of trained teachers***
- ***Social discrimination***
- ***Emotional problems***
- ***Educational problems***

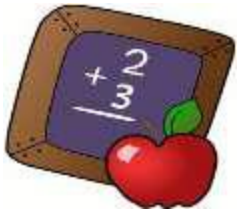
STRATEGIES TO IMPROVE INCLUSIVE EDUCATION

- ***Mainstreaming***
- ***Encourage students***
- ***Improve textbooks***

Special training to teachers

- ***Special care of special children***
- ***Improve methods of teaching***
- ***Provision of required resources***





RTE
Right-To-Education

Thanks!