



**Teacher Challenges for Education  
for All in India**  
**Inclusive education: Teachers for  
children with special needs**

# The Presentation

- INCLUSION AND PARADIGM SHIFTS
- EXISTING POLICY, CONSTITUTIONAL AND LEGISLATIVE FRAMEWORKS
- PRE-SERVICE AND IN-SERVICE PROGRAMMES OF NCERT
- CHALLENGES AND ISSUES

**Inclusive Education is a process of increasing the participation of all students in school, including those with disabilities**



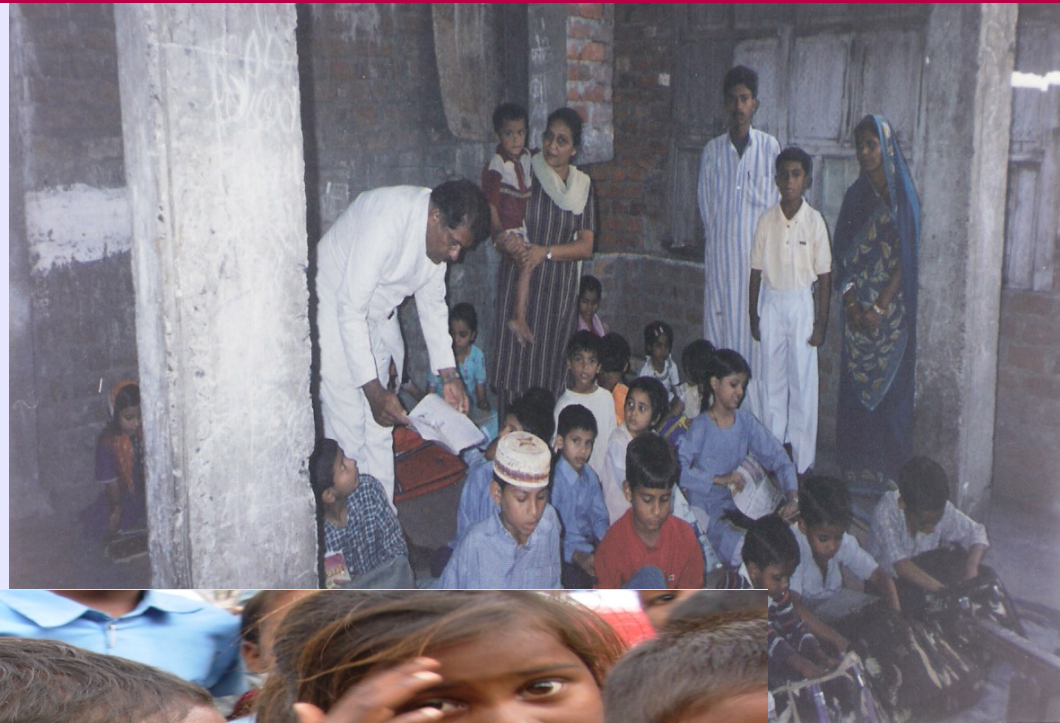
**Social exclusion  
Congregation &  
segregation into  
institutions**

he little children..”



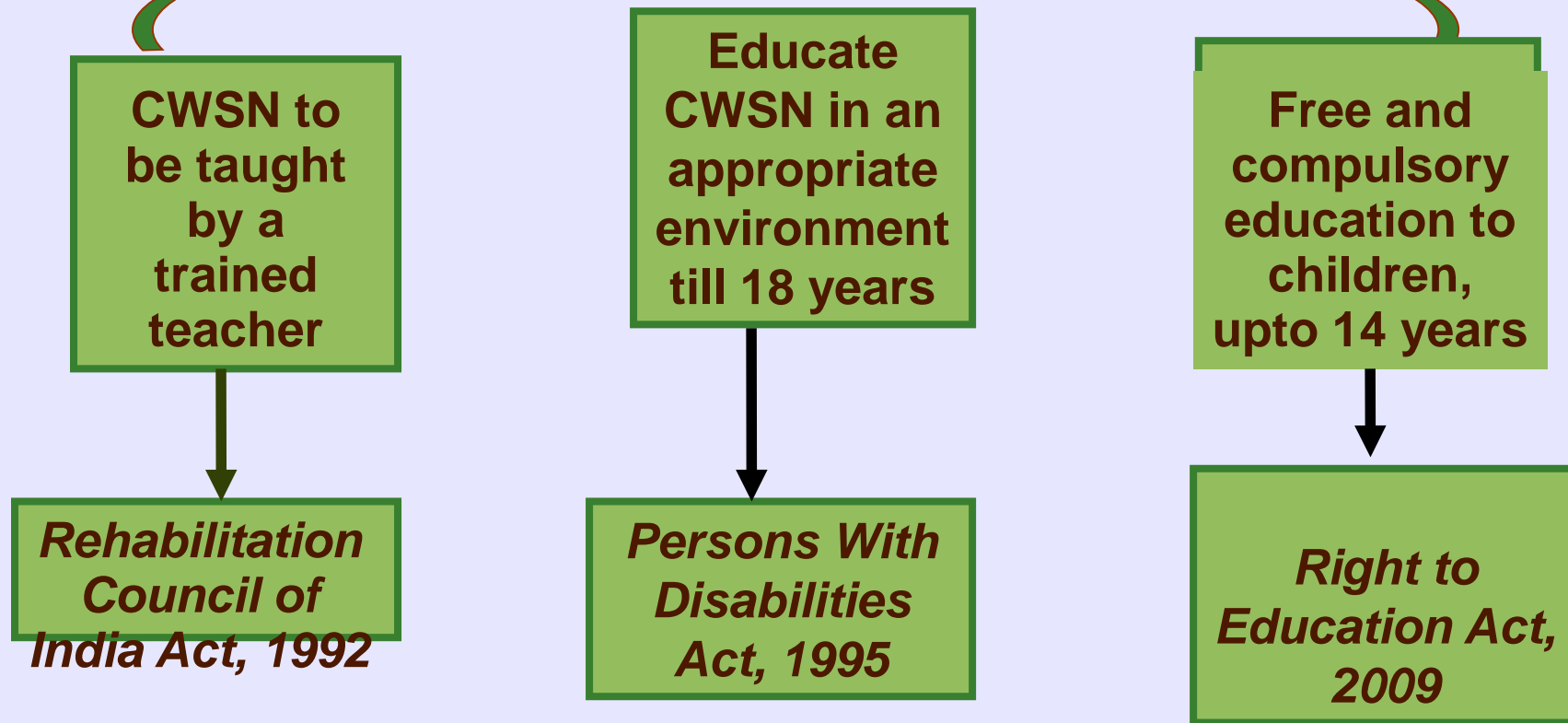
“There are only two things  
education for the mental  
special, and it isn't educati

**Community Living Movement-1970s.**



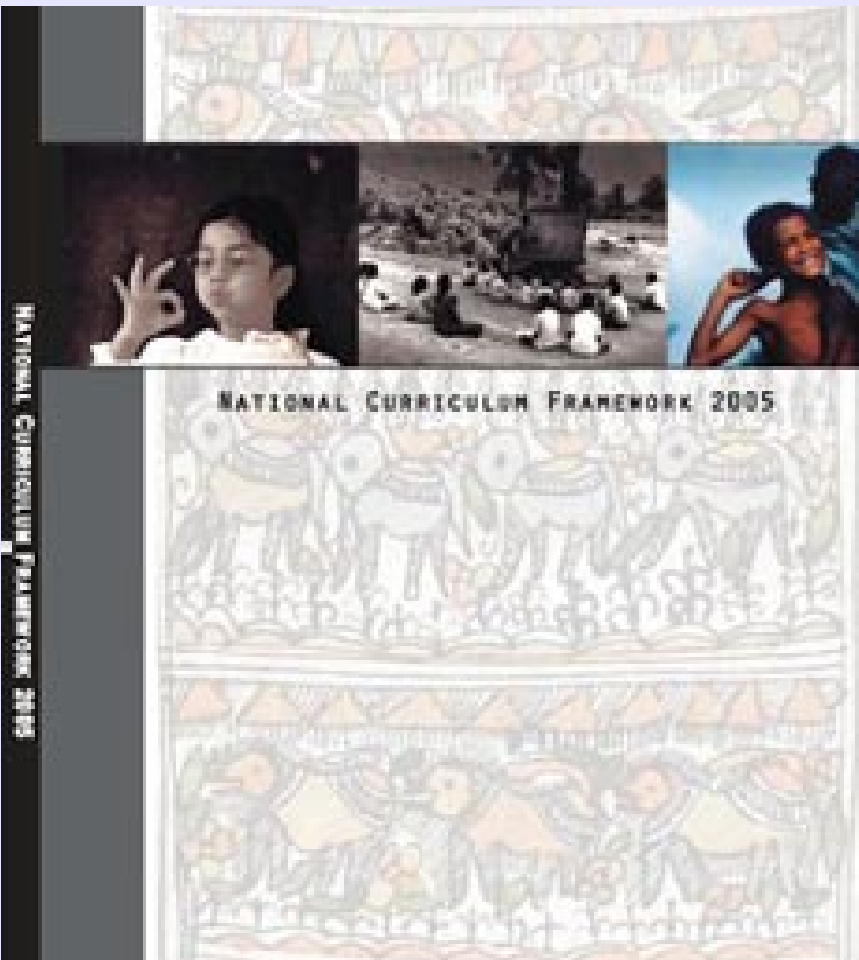
**valued, contributing citizens of  
their communities-1990s**

# Constitutional and Legal Obligations



Law, policy, programmes and rights instruments reflect two primary approaches or discourses that treat disability either as an individual pathology or as a social pathology.

# NATIONAL FRAMEWORKS

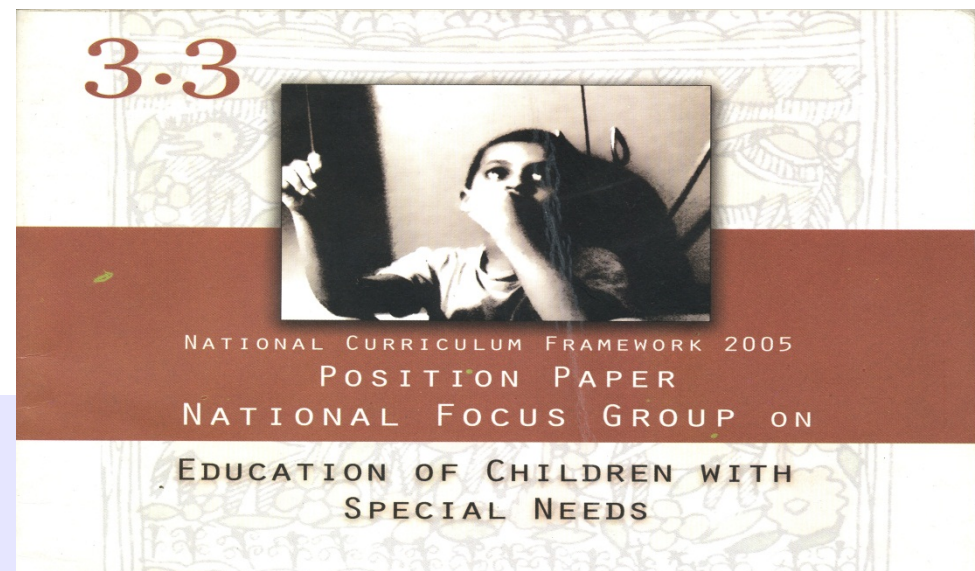


Teachers must be trained to address the learning needs of all children including those who are marginalized and disabled  
NCF, 2005

## National Curriculum Framework for Teacher Education

*Towards Preparing Professional  
and Humane Teacher*

Teacher Education Institutions will need to reframe their programme courses to include the perspective, concept and strategies of inclusive education  
NCFTE, 2009



Gearing all teacher education programmes to developing pedagogical skills required in inclusive classrooms- National Focus Group-2005

**Special  
teachers  
fully included**

**Recognizing  
Diversity**

**Not failing  
any  
students**

**Developing  
strengths  
& abilities**

**Class Teacher  
responsible for  
all children**



**NCERT**

**Making Curr.  
Inclusive &  
Accessible**

**Promoting self reliance  
& inculcating critical  
thinking, decision  
making, problem  
solving etc.**

**Nurturing  
all aspects  
of  
personality**

# Policy Initiatives

## **INTEGRATED EDUCATION FOR THE DISABLED (IEDC)-1974,1992**

**Five days orientation programme for general teachers and three days for administrators**

## **PROJECT INTEGRATED EDUCATION FOR THE DISABLED (PIED)- NCERT, 1987**

**Entire General Education System mobilized in ten Blocks**

- All general teachers in the block given **2 & 5 days training** for identifying with a check list in school and out of school & FOR Functional assessment
- Out of these 30-60 given six weeks intensive training **1 year multi category** diploma in Regional Institutes of Education



# **TRAINING COURSES AT NCERT**

- **PRE SERVICE COURSES AT RIEs**

**Inputs on children with special needs, Inclusive Education  
in B.Ed (Bhopal, Ajmer)**

**Inputs in M.Ed (Mysore, Bhubaneswar, Bhopal and Ajmer)**

- **SPECIFIC IN SERVICE TRAINING PROGRAMMES**

**Capacity building of teacher educators through EDUSAT**

**Training of primary school teachers on assessment &  
remediation of learning problems in students with ADHD**

**Preparation of the guidelines, manuals, modules**

**Training in action research for educational interventions**

**Development of pool of resources in RIEs**

# **SARVA SHIKSHA ABHIYAN**

## **TRAINING (3-5 DAYS, 90 days)**

- Training of resource teachers across disability
- Training of Care Givers for Home Based Education
- Training of General Teachers, Aanganwadi workers, parents, Head masters etc

## **TRAINERS**

- Experts in SRGs and DRGs, BRCC/CRC, SCERT and DIET Faculty, CBR, HBE/School Readiness and IE, Faculty from National/Regional Institutes, DDRCC/CRC and University, NGOs/ Special schools/ Teachers or Persons with Disability and Parents, TTCs for Spl. Education, Resource Teachers, Therapists, Rehab and Medical experts.

## **TRAINING MATERIALS**

# **INCLUSIVE EDUCATION OF THE DISABLED AT SECONDARY STAGE**

## **Training of Special and General Teachers**

- **Special Teachers** trained by RCI run programmes -National Institute, Universities
- **All general teachers** at the secondary level trained in particular strategies like making assessments, planning an individualized curriculum, teaching styles which include audiovisual aids, appropriate instructional strategies, etc.

## **TRAINERS**

- **In association with resource institutions** like NCERT, SCERTS, NIOS, State Open Schools, RCI, IGNOU and teacher training institutions like IASEs, CTEs, University etc.

# ISSUES AND CHALLENGES

- Vision and values in schools NOT based on inclusive ethos
- A '**will have to do**' rather than '**will do**' or '**can do**' attitude
- Short term introductory training only awareness creating
- Long term training (90 days) fails to build the skills for inclusive classrooms
- Pro-active approach to identifying barriers and finding practical solutions missing

- Partnerships with parents, community and other staff members need to be strengthened
- Strong leadership & regular critical review and evaluation necessary
- Lack of Resource Persons for Training Teachers
- Practical Training not inclusive
- Teacher Education Programmes at pre-primary and primary level to be more inclusive

# Children with HIV AIDS

**Discriminatory attitudes and stigmatization and no significant role of teachers in child protection and promotion of safe and healthy environments**

24 lakhs living with HIV AIDS out of which 3.5% are children below 15 years and carry scars on their lives (NACO)

- Many turned away from schools
- Many drop out



**Mangal Lakhapati (2006) is one of the 121 teachers for helping students to shape their ideas and attitudes on issues underlying HIV/AIDS.**

Sensitivity to needs stemming out of impairment, social disadvantages and other difficult circumstances- scheduled tribes, scheduled castes, slum children, working children need to be inculcated



## No inputs for gifted children



Satyam Kumar of Bakhorapur village in Bhojpur district qualified for IIT from the Mumbai zone with an all-India rank of 8,137. For father, Sidhnath Singh, a farmer, "It is a matter of pride that my son is the youngest to qualify ."

**IF TEACHERS WERE AWARE SATYAM WOULD NOT HAVE NEEDED TO PROVE HIMSELF**



# TEACHERS' VOICES

*We do not have the time to explain each and every concept, we need to have support of a special educator*

**Since these children do not have less IQ, hence they can fit into the existing classroom processes**

*Factors like large Classroom sizes, maintaining discipline, vast syllabus, emphasis on Marks, only few included students act as constraints*

**They like Science. But they simply cannot sit inside a classroom to learn it. So we started taking classes in the open where they are at ease**

# CONCLUSION

The principle of respect for differences and acceptance of disability as part of human diversity and humanity is important as disability is a universal feature of the human condition. Also, differences in children, such as age, gender, ethnicity, language, HIV should be **acknowledged** and **respected**

The problem is not how to wipe out the differences but how to unite with the differences intact

Rabinder Nath Tagore



**I am SPECIAL, does that means I am better than others or worse than others?**