



### Inclusion of local needs in syllabus

Shivani Yadav, Neha Singh, Mariya Sania, Kalpna Yadav, Renuka Bhakar, Harshita, Kumawat  
, Pooja Haritwal, Anu Kumari and Y. Chandrakala\*

Faculty of Education and Methodology

Jayoti Vidyapeeth Women's University, Jaipur

\*Corresponding author e mail- chandrakala\_rie@rediffmail.com

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#### ABSTRACT:

Developing inclusive schools that cater a good to a wide range of pupils in both urban and rural areas requires: the articulation of the transparent and forceful policy on inclusion together with adequate financial provision; an efficient public information effort to combat prejudice and make informed and positive attitudes; an wide-ranging programmers of orientation of the staff training; and therefore the provision of necessary support services.

Changes the aspects of the schooling, as well as many others, are necessary to contribute to the success of inclusive schools: curriculum, buildings, school organization, pedagogy, assessment, staffing, school ethos, and extra activities [UNESCO, 1994: 21. (The Salamanca Statement and Framework for Action on Special Needs Education)]. An inclusive curriculum means one curriculum for all students rather than a separate curriculum for students without SEN and another for students with SEN. An inclusive curriculum is recognition that under the principle of social justice, participation in education should not involve discrimination on the base of gender, ethnicity, indigenous group, socio-economic status, and ability or involve discrimination on the basis of gender, ethnicity, indigenous group, socio-economic status, and skill ability or disability. An inclusive curriculum recognizes the necessity that schools be organized, with the individual differences of scholars in mind and permit for scope and adaptability flexibility to enable all students to achieve their goals.

**Keywords:** Inclusive education, Curriculum, Special needs, Provision, Teaching aid, Local needs, orientation.

Research Outcomes for Industry/Community.

The following are the major recommendations of this Focus Group.

Make all early education and care programmes (from 0–6 years) sensitive and responsive to the special needs of children, including training of Anganwadi workers in identification of needs of the children with disabilities, use of age-appropriate play and learning materials and the counselling of parents.

Make all schools inclusive by:

Enforcing without exception the neighborhood school policy removing physical barriers .

Reviewing barriers created by admission procedures (screening, identification, parental interaction, selection and evaluation), this should include private schools .

Building the capacity of teachers to function in an inclusive setting .

Of 20 in case the class includes children with SEN.

Make the class teacher responsible for all the children in the class. In case special support is required on account of SEN, this should be in the form of assistance to the class teacher.

Regard all special teachers in a given school as full-fledged members of the school community.

Make all curriculum-related policies and programmes inclusive in nature to effectively address issues related to the education of children with SEN.

Develop perspective and skills in all administrators, including school principals, for planning and executing programmes based on the philosophy of inclusion.

Develop strengths and abilities of all children rather than highlighting limitations.

Recognizing diversity among learners, the medium of instruction should include sign language for children with hearing impairment, and Braille for children with visual impairment.

Introduction: Education is a powerful tool for social change, and sometimes initiates upward movement in the social structure. Helping to bridge the gap between the various sections of society. The learning outlook with in the country has undergone major change over the years, follow-on in better condition of education and better educational practices.

#### **REVIEW OF LITERATURE:**

In 1944, The Central Advisory Board of Education (CABE) published a comprehensive report called the Sergeant Report on the post-war educational development of the country. As per the report, provisions for the education of the handicapped were to make an important part of the national system of education, which was to be administered by the Department of Education. Handicapped children were to be sent to special schools only when the character and extent of their defects made this necessary. According to Kothari Commission (1964-66), the first primary education commission of independent India, observed: "the education of the handicapped children should be an inseparable a part of the education system." The commission recommended conducting tests with integrated programmers' so as in order to bring as many children as possible into these programmers. Services for the physically disabled were also being initiated in the middle of the twentieth century. Individuals with mental retardation were the last to receive attention. Special education programmes in earlier times were, therefore, heavily dependent on voluntary initiative. The government's (Department of Education) initiatives after freedom were manifested in the establishment of a small number of

workshop units meant primarily for blind adults (Luthra, 1974). Christian missionaries, in the 1880s, started schools for the disabled children as charitable undertakings (Mehta, 1982). The government's agenda to universalize education, and its commitment to the Directive Principles of the Constitution, are guided by the popularity that a replacement universal system of education should be supported equity, the redressed of past imbalances, and thus the supply therefore the supply of access to quality education, especially for marginalized groups. Current educational developments and hence the Seventy Third and Seventy Fourth Constitutional Amendments outline the possibility of entrusting basic education to the local elected bodies in towns and villages. This is able to leave community involvement in education at the elementary level and would introduce radical change, foremost to the empowerment of learners with Special Educational Needs (SEN), the policy encouraged segregation. The first school for the blind was established in 1887. An institute for the deaf and mute was set up in 1888. These units later included people who were deaf, physically impaired and mentally retarded (Rohindekar and Usha, 1988). While some provisions existed in the States, The welfare approach continued in government programmes. Support was provided to voluntary organizations for the establishment of model schools for the blind, the deaf, and therefore the people mentally retarded. The first school for the mentally challenged being established in 1934 (Mishra, 2000). The government set up the National Library for the Blind, the Central Braille Press, and employment exchanges for the disabled. Most educators thought that children with physical, sensory, or intellectual disabilities were so different that might not take participate in the activities of a common school (Advani, 2002).

### **LEARNERS WITH A SPECIAL EDUCATIONAL NEEDS (SEN)**

In India a learner with SEN is defined variously in dissimilar documents. For example, a child with SEN in a District Primary Education Programme (DPEP) document is define as a child with disability, that is, visual, hearing, locomotors, and intellectual. However, the country report in the NCERT UNESCO regional workshop report titled Assessment of needs for Inclusive Education the SSA Framework for Implementation cover children through Special Needs (SN) under the section on Special Focus Groups. whereas separating children with disabilities from other groups like girls, Scheduled Castes (SC), Scheduled Tribes (ST), and urban deprived children, it makes provisions for these children under the section on SEN. The Department of Education of Groups with SN in the NCERT itself, initiates programmes for meeting the learning needs of the disabled and the socially disadvantaged and marginalized, just as the SCs, STs, and minorities. According to the International Standard Classification of Education (ISCED-97) (UNESCO, 1997), the term Special Needs Education (SNE) means educational intervention and support designed to address SEN. The term "SNE" has come into use as a replacement for the term "Special Education". The earlier word was mainly understood to refer to the education of children with disabilities that takes place in special schools or institutions separate from, and outside of, the institutions of the regular school and university system.

In many countries today a large proportion of disabled children are in fact educated in institutions under the regular structure. Moreover, the concept of children with SEN extends beyond those who may be integrated in handicapped categories to cover those who are weak spot in school, for a wide variety of reasons that are known to be likely impediments to a child's optimal progress. Whether or not this supplementary broadly defined group of children is in need of additional support, depends on the extent to which schools need to adapt their curriculum, teaching, and organization and/or to provide additional human or material resources so as to stimulate efficient and effective learning for these pupils. Though, only in a small number of instances and documents, across the various States of the country, has SEN been accepted in its broad perspective. On the whole, the focus has remained on learners with specific disabilities. This view is supported by the fact that the draft which addresses the needs of learners with disabilities, focus on the following categories of disability: visual disabilities (blind and low vision), speech and hearing disabilities, locomotors disabilities, and neuromusculoskeletal and neuro-developmental disorders, including cerebral palsy, autism, mental retardation, multiple disability, and learning disabilities. Keeping this reality in mind the main focus of this position paper is on learners with such disabilities.

#### **SHIFTING MODELS OF DISABILITY:**

##### **HISTORICAL PROGRESSION**

The shifting approach to disability have translate into very diverse policies and practices. The various models of disability impose differing responsibilities on the States, in terms of action to be taken, and significant change in the way disability is understood. Law, policy, programmes, and rights instruments reflect two primary approaches or discourses, disability as an individual pathology and as a social pathology. Surrounded by these two prime paradigms, the four key identifiable formulations of disability are: the charity model, the bio-centric model, the functional model, and the human rights.

1. **The Charity Model :** The charity approach gave origin to a model of custodial care, causing extreme isolation and the marginalization of people with disabilities. Unfortunately, in some present-day practices the reflection of this model can still be traced.
2. **The Bio-centric Model :** The contemporary bio-centric model of disability regards disability as a medical or genetic condition. The implication remains that disabled persons and their families should struggle for “normalization”, through medical cures and miracles. Even though, biology is no longer the only lens through which disability is viewed in law and policy, it continues to play an important role in determining programmer's eligibility, entitlement to benefits, and it also influences access to rights and full social participation.

## Equality and Non-Discrimination

In international human rights law, equality is found upon two complementary principles: nondiscrimination and reasonable differentiation. The doctrine of discrimination is of particular importance to persons with disabilities, some of who may require specialized services or support in order to be placed reference to the curriculum, pedagogy, assessment, and above all the meaning of education.

### EDUCATIONAL PROVISIONS FOR CHILDREN WITH SPECIAL NEEDS

1. **The Integrated Education :** In the 1970s, the government launched the Centrally Sponsored Scheme of the Integrated Education for Disabled Children (IEDC). The scheme aimed at the providing educational opportunities to learners with the disabilities in regular schools, and to facilitate their achievement and retention. The objective was to integrate children with the disabilities in the general community at all levels as equal partners to be prepare them for normal development and to enable them to face life with courage and confidence. A cardinal feature of the scheme was to liaison between regular and special schools to reinforce the integration process. Meanwhile, the National Council of Educational Research and Training (NCERT) joined hands with (UNICEF) launched Project Integrated Education for Disabled Children (PIED) in the year 1987, to strengthen the integration of learners with disabilities into regular schools. An external evaluation of this project in 1994 showed that not only did the enrollment of learners with disabilities increase considerably, but the retention rate among disabled children was also much higher than the other children in the same blocks. In 1997 IEDC was amalgamated with other major basic education projects like the DPEP (Chadha, 2002) and the Sarva Shiksha Abhiyan (SSA) (Department of Elementary Education, 2000). The IEDC scheme provides for a wide variety of incentives and interventions for the education of children with disabilities. These include preschool training, counselling for the parents, allowances for books and stationery, uniforms, transport, readers and escorts, hostel facilities, and other assistive devices. The scheme provides one special teacher for each eight children with disabilities, community involvement, and a resource room during cluster of eight to 10 schools. A number of the voluntary organizations are implementing the scheme in the various States.

The proper of the each child to education is proclaimed within the Universal Declaration of Human Rights (1948) and was strongly reaffirmed by the Jometien World Declaration of Education for All (1990). Furthermore, the set Rules on the Equalization of Opportunities for Persons with Disabilities (1993) was a crucial resolution to enhance the improve the educational conditions of persons with disabilities. This had major implications for the Indian situation in the form of three legislative Acts- The Rehabilitation Council of India Act, 1992 (RCI Act), the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act), and the National

Trust for Welfare of Persons with (1)Autism(2) Cerebral Palsy Mental Retardation and Multiple Disabilities Act, 1999. While the RCI Act was solely concerned with manpower development for the rehabilitation of persons with disabilities, the PWD Act comprises chapters and is a significant to empower persons with the disabilities and promote their equality and participation by eliminating discrimination of all kinds. It emphasizes the need to prepare a comprehensive education scheme that will make various provisions for transport facilities, removal of architectural barriers, supply of books, uniforms, and other materials, the grant of scholarships, suitable modification of the examination system, restructuring of curriculum, providing amanuensis to blind and low vision students, and setting up of appropriate for the redressal of grievances. The National Trust Act aims at providing the total care of the persons with mental retardation and cerebral palsy and also manages the properties bequeathed to the trust.

### **Changing Role of the Special Schools**

Special schools comprise have been set up in the past and provisions have been made for integrated education. In 1947, India had a total of 32 such schools for the blind, 30 for the deafs, and three for the mentally retarded. The number of such schools increased to around 3000 by the year 2000. The plus curriculum and the adaptation of instructional methodologies are followed where necessary. Children with mental retardation on the other hand require a specialized curriculum to meet their specific educational needs. Over time, however, there has been growing awareness that special education in special schools may in the concept of integrated education in India has emerged during the mid 1950s. It is based on the medical model of disability and which emphasizes placement of children with disabilities in mainstream schools. The major thrust is on attendance.

### **Benefits of Inclusion for Students without Special Needs**

The benefits of inclusion for the students with SEN are as follows

Spending the school day along with classmates who do not have disabilities provides many opportunities for social interaction that would not be available in the segregated settings.

Children with SEN have appropriate models of behavior. They will observe and imitate the socially acceptable performance of the student without SEN.

Teachers often develop the high standards of performance for students with SEN.

Both general and special the educators in the inclusive settings expect appropriate conduct from all students.

Students with SEN were taught age-appropriate, functional components of educational content, which may never be part of the curriculum in segregated settings as the sciences, social studies, etc.

Attending the inclusive schools increases the probability that students with SEN will continue to be participate in a variety of integrated settings all through their lives (Ryndak and Alper, 1996).

Benefits of the Inclusion for student without SEN

The benefits of the inclusion for students without SEN are as follows:

The students without SEN have a variety of opportunities for interacting with the peers of their own age who experience SEN, in wide-ranging school settings.

They may serve up as peer tutors during instructional activities.

They may play the role of a special “buddy” for the children with SEN during lunch, in the bus, or on the playground.

Children without SEN can learn a good deal about tolerance, individual difference, and human exceptionalism by interacting with those with SEN.

Children without SEN can learn that students with SEN have many positive characteristics and abilities.

Children without SEN have the prospect to find about many of the human service professions, such as, special education, speech therapy, physiotherapy, recreational therapy, and vocational rehabilitation. For some, exposure to these areas may lead their making a career in any of these areas afterward.

Inclusion offers the chance for student without SEN to gain knowledge of to communicate, and deal effectively with a good range of persons. This also prepares them to completely participate in a pluralistic society once they are adults (Ryndak and Alper, 1996).

### **CURRICULAR ISSUES AND CONCERNS**

To make inclusive education possible, and to better accommodate students with different learning abilities, the present education system, educational structure, and academic practices must to become more flexible, more inclusive, and more collaborative.

#### **Emerging Issues and the Curricular Concerns**

The following curricular issues has concerns have emerged within the Focus Group as a result of in-depth discussion and analysis of the existing scenario.

Making all options of education, such as, open schools, regular schools, special schools, non-formal and option education systems, available to all children including children with disabilities.

Developing strategies of the meeting the educational needs of learners with the disabilities in large classrooms.

Developing National support systems.

Understanding the importance of early identification and intervention.

Emphasizing good teaching-learning practices.

Making the curriculum flexible and accessible.

Utilizing technology and assistive devices.

Developing appropriate assessment and evaluation procedures.

Capacity building and empowering teachers and stakeholders.

Providing proper vocational education.

Identifying suitable sports and co-curricular activities for optimal development of the learners with SEN.

Barrier-free intervention/educational environment

### ❖ **Planning and Managing an Inclusive Curriculum in the Schools**

Developing inclusive schools that provide to a wide range of the pupils in both urban and rural areas. The articulation of a clear and forceful policy on inclusion together with the adequate financial provision; an effective in the public information effort to the combat prejudice and create the informed and positive attitudes; an extensive programme of orientation and staff training; and the provision of necessary support services. Changes in all the following aspects of schooling, as well as many others, are necessary to contribute to the success of inclusive schools: curriculum, buildings, school organisation, pedagogy, assessment, staffing, school ethos, and extracurricular activity (The Salamanca Statement and Framework for the Action on Special Needs Education]. An inclusive curriculum means one curriculum for all students rather than a separate curriculum for students without SEN and another for students with SEN. According to Quinn and Ryba (2000) an inclusive curriculum is recognition that under the principle of social justice, participation in teaching should not involve discrimination on the basis of gender, ethnicity, indigenous group, socio-economic status, and ability or disability. An inclusive curriculum, recognize the need that schools be organized, with the individual difference of students in mind and allow for scope and flexibility to enable all students to achieve their goals.

### **Access to an Inclusive Curriculum**

Booth (2000) has pointed out that access to education is only the first stage in overcoming the exclusion of persons with disabilities from the mainstream. More challenging is the task of bringing about a shift in public perspective and values, so that diversity is cherished. However, it is difficult to say whether the first barrier has as yet been overcome in our country. It is believed that the fundamental right to education will bring more pupils with SEN into ordinary schools, and that this will provide the impetus for change. As stated this will regime a number of innovations in teaching-learning processes, and will also provide pupils with SEN access to a full curriculum in appropriate ways. To facilitate this access, it is important to provide information in Braille, on tape, through sign language, and in simple and straightforward language. Access to the content of the curriculum is further highlighted later in this paper.

## Staff Development

The effectiveness of the curriculum depends, in the long run, on the skills and attitudes of classroom teachers. The Open File on Inclusive Education (UNESCO, 2001) suggests that the following demands be placed on teachers from the perspective of inclusive curricula:

They have to become involved in curriculum development at the local level, and they have to be skilled in curriculum adaptation in their own classrooms.

They have to manage a complex range of classroom activities.

They have to know how to support their students' learning without giving them predetermined answers.

They have to work outside traditional subject boundaries and in culturally sensitive ways. Sharma (2002) analyzed the attitudes of teachers towards the disabled, how these attitudes relate to various background factors, and the ways of bringing about a change in the attitudes of teachers. She reported that:

1. The willingness of teachers to include children with SEN in the general class depended on the children's disabling conditions. Teachers had positive attitudes towards some children with specific disabilities like visual and hearing disabilities. Attitudes were least positive towards the intellectually impaired and those with behavioral problems.
2. The severity of problems in case of locomotor and intellectual disabilities negatively influenced their attitudes towards the inclusion of children with disabilities in their classroom.
3. The majority of the teachers felt the need for change in the school and classroom infrastructure.
4. The attitudes were found to be inversely related to the age and experience of the teachers teaching ordinary children. However, experience of working with the disabled was positively related to the attitudes of the teachers.
5. Female teachers were more positive towards the inclusion of the disabled in their classes than their male counterparts.
6. Science teachers had a more positive attitude towards inclusion than those teaching humanities subjects.
7. The higher the confidence in the use of teaching strategies, the more positive the attitude of the teacher towards the disabled.
8. All teachers reported that they needed more information on the types of disabilities, curriculum adaptation, educational implications, and skills and strategies required for meeting the needs of students with SEN. Studying the teacher education curriculum of the

District Institutes of Education and Training (DIETs) from the perspective of learners with SEN, Julka (2004) has implicated a need for all Teacher Education Institutes to ensure inclusive education theory and practice strategies in their programmes. At present, there are no specific provisions in the form of trained teacher educators, resource materials, and standardized inputs on learners with SEN in the in-service programmes of the DIETs. In the pre-service programme, only one optional paper or one unit in a compulsory paper are the inputs provided.

### **Conclusion:**

It is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. Of late, a consensus has emerged among Indian intellectuals and pedagogues for adopting inclusive education in mainstream schools. The term “Special Need Education” (SNE) has come into use as a replacement for the term “Special Education”, as older one was mainly understood to refer the education of all those children and youth whose needs arise from disabilities or learning difficulties. The Statement affirms: “those with special educational needs must have access to regular schools which should accommodate them within child centered pedagogy capable of meeting these needs”. This leads the vision of “Inclusive Education”. Inclusive Education aims at integrated development of children with special needs and normal children through mainstream schooling. To develop curriculum for special education and its inclusion in general teacher preparation programs, Rehabilitation Council of India (RCI) made a historic collaboration with National Council for Teacher Education (NCTE) on January 19, 2005. Fewer schools for children with the disabilities in accordance with PWD ACT, 1995 and all the schools in the country will be made disabled friendly by 2020. Enrolment and the retention of all childrens with disabilities in the mainstream education system should be ensured providing need based educational and other support to these children in order to the develop their learning abilities. The special interventions and strategies like pedagogic improvement and adoption of child centered practices are focused on the children with disabilities.

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