INCLUSIVE PEDAGOGY:
A TRAINING MODULE FOR TEACHERS DEALING WITH CHILDREN WITH DISABILITIES

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Background

Children learn in many different ways. The learning level of each child is shaped by his or her interests, experiences, prior knowledge and exposure to various stimuli and the child’s response to them. Pedagogy and pedagogical approaches worldwide are witnessing a paradigm shift. The conventional modes of teaching are gradually being replaced by innovative methods, wherein creativity, communication, child friendly teaching and child centered learning occupy a significant place.

This approach is also mandated by the Right to Education Act (2009), which focuses on making the child free from fear, anxiety and trauma and learning through activities, discovery and exploration. Embedded within this new approach are also the beliefs that children construct their own knowledge and children need to be encouraged to reflect upon and apply their learning. For this teachers need to understand, create and give spaces to children so that learning becomes joyful and fun for them, rather than a burden. This is the inclusive approach to education. The inclusive approach to education refers to ensuring that all children, despite their differences, receive the opportunity of being a part of the same classroom as other children of their age; and in the process get the opportunity of learning the curriculum to their optimal potential. In other words, inclusive and responsive education implies that when children with different learning styles and needs study together. Teachers and the school administrators try to address the unique learning needs, interests, and style of every student through the teaching process. The module would be developed against this backdrop.

A large number of children with different linguistic, cultural, ethnic and socio economic backgrounds are now enrolled in schools. This has made classrooms more diverse. Hence, it is imperative that the regular teachers are adequately equipped with knowledge and skills to facilitate learning of all children in an inclusive classroom. Thus, this teacher training module is developed with an inclusive approach.

Duration of the course

3 – 7 days

Objectives

The key objectives of the module would be to:

- Develop the competencies of teachers so that they can teach with an inclusive approach
- Help the teacher develop effective classroom management skills.
- Orient teacher to various learning approaches and styles that s/he can encounter in a classroom
- Train the teacher to develop inclusive lesson plans
- Expose the teacher to inclusive and continuous evaluation techniques
- Sensitise the teachers on the role of parents and School Management Committees (SMCs)
- Apprise the teacher on Teaching Learning Material (TLM).

Medium of Instruction

The module would be developed in English. The module could also be translated.

Module Transaction

The module would be transacted through lecture, simulation activities, group work, etc to make it interactive and participatory.
UNIT – 1: Introduction to Inclusive Education
(to be transacted through lecture, simulation activities, field visits to inclusive schools, resource rooms)

Preventing and training a teacher is the first step in making inclusive classrooms a success.

Definition

Inclusion of children with special needs in the education system is an integral part of human rights and equity issue. Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education is about how schools, classrooms, programs and activities are designed and developed so that all students learn and participate together.

Through inclusion, all children are able to take part in all aspects of school life. Diversity is respected and upheld. Inclusive education fosters the belief that all children are lifelong learners. The abilities, and talents of all students are recognized and affirmed and their learning needs are addressed. Inclusive education nurtures effective teamwork and constructive relationships that identify and support the inclusion of all students. It uses innovative and flexible practices that respond to the needs of all students. As each child brings unique and diverse experiences, needs, and strengths to their learning, education systems need to be flexible and responsive to this diversity.

Policy Framework

The Kothari Commission (1964-66) undertook a comprehensive review of the entire educational system and recommended a common school system of public education. It also recommended the concept of neighbourhood schools. It stressed that “The present social segregation in schools should be eliminated by the adoption of the neighbourhood school concept at the lower primary stage under which all children in the neighbourhood will be required to attend the school in the locality.”

The first National Policy on Education (NPE of 1986) that came into force in the year 1968 stressed the need to make efforts for the fulfillment of the Directive Principle under Article 45 of the Constitution. In addition, it emphasized equalization of educational opportunities for promoting social cohesion and national integration. It was especially concerned with the education of girls and development of education among the backward classes and tribal people.

Also, the vision for education of children with disabilities was articulated as:

“Educational facilities for the physically and mentally handicapped children should be expanded and attempts should be made to develop integrated programmes enabling the handicapped children to study in regular schools.”

The United Nations Convention on the Rights of Persons with Disabilities 2006 (ratified by India) in its article 24 mentions that education shall be without discrimination and on the basis of equal opportunity and the government shall ensure an inclusive education system at all levels. This concept of inclusive education has been incorporated into various international and national declarations and policies and Acts.

The National Curriculum Framework (NCF, 2005): As per NCF, “Children with disability often confront insensitive environments where their needs are completely ignored. Schools must be conscious of the importance of creating equitable classroom environments in which students are not subjected to unfair treatment and denied opportunities on the basis of their sex or membership of a caste, tribe or minority group. On the other hand, the culture of the school must be one that highlights the students, identities as ‘learners’ and creates an environment that enhances the potential and interests of each child. Children with disabilities may need assistance or more time to complete their assigned task. Thus, while planning teachers must pay special attention to ensuring the participation of all.”
With the historic Right of Children to Free and Compulsory Education (RTE) Act, 2009 which provides a justifiable legal framework that entitles all children between the ages of 6-14 years to free education with reasonable quality based on principles of equity and non-discrimination and completion of 8 years of schooling. Here all includes ALL children from disadvantaged groups including those with disabilities also. The entitlements for All children under the RTE Act include free text books, free uniforms, free mid day meal, no screening, no detention, no expulsion and no corporal punishment.

Equity, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity (Bordia Committee Report RTE – SSA 2011).

The Government has enacted the Right to Persons With Disabilities (RPWD) Act in 2016. To provide inclusive education, the Act mandates the appropriate Governments and local bodies to admit children with disabilities without discrimination and provide education and opportunities for sports and recreation activities equally with others. It emphasizes participation, progress in terms of attainment levels and completion of education in respect of every student with disability. The Act specifically mentions provision of reasonable accommodations and necessary support individualized or otherwise in environments that maximize academic and social development consistent with the goal of full inclusion.

Defining Inclusion

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. Inclusive education involves accommodating and making adaptations for varying needs.

Inclusive education is a team work and a responsibility that is shared by the whole school. It is not the integration of disabled children from where they are to a ‘regular’ school but providing more options for all children and structuring schools where all children can learn including disabled children. All children experience difficulty in learning at some stage or the other and therefore their learning needs should be supported by teachers and peers where ever they are in their respective communities.

CASE STUDY

A school called “Ujala” has been running in the outskirts of Delhi since 1960. It is from Classes I-XII. In 1986, the school Principal introduced activity based child-centered learning into the school. She invited all teachers in M School to attend a four-day workshop led by an educator with years of experience in this kind of teaching and learning. The workshop was participatory and activity-based. The focus was on improving teaching and learning in the classroom. Many of the teachers were excited about the active learning. They began to make creative materials and to try new ways of teaching in their classrooms. The Principal encouraged teachers to observe and share their ideas with each other. This sharing of ideas fostered creativity and increased teachers’ confidence. They began to give workshops for each other. They visited other schools to learn new things, and they invited teachers from all over to visit their school. As part of its mission, one objective of the School is to show that all children can study well together. In the 1990s, the school began to admit children with autism, Down’s syndrome, hearing impairments, hyperactivity, and learning disabilities into the school. Before the children began to enrol, teachers again received special training in techniques and strategies to use in their classrooms. They have seen and they believe that in this inclusive, learning-friendly environment, all children—everyone—benefits. The Principal knew that everyone needed time to change from old to new practices. Now every three to five years the school writes a new charter that focuses on school priorities for student learning. The school takes a collaborative, team approach to the change process: “everyone participates; everyone is a learner.”

After reading this case study, what steps of change did the School take to become more inclusive and learning-friendly? List some of the major ones below, and then share your answers with your colleagues.

1. 
2. 
3. 

Reflection Activity: What’s Our Situation?
Inclusion: Philosophy

Inclusion means structuring school as community, where all children can learn. It is about membership and belonging to a community. It is a way to reach all children. It is a philosophy aimed to improve the quality of education for all children in a classroom. But there’s no recipe for becoming an inclusive teacher or an inclusive school. It’s not any mechanised format. Inclusion is just good teaching practices that also endeavour to meet needs of children with challenges.

Principles of Inclusion

- Inclusion operates on the principle that all students start by being placed in regular education classrooms, which should be made least restrictive.
- Students with special challenges do show improvement in cognitive and social development and physical motor skills. But they improve only when regular classroom’s environment is adjusted to meet their needs.
- All school personnel should display shared responsibility and support for all students.
- All school staff has the potential capacity to work within a collaborative framework to meet the unique needs of all individual students when given the necessary staff development and supportive services.
- The rights and needs of all children involved must be considered in determining how and when to include children with disabilities in general classroom programmes.
- Needed supportive services should be provided in resource room based on an individual need.
- A pre-condition to implementing inclusion initiatives is that staff are prepared.
- Each student should have the opportunity to experience meaningful challenges, exercise choice and responsibility, interact collaboratively with others, and be actively engaged in developmental, academic non-academic, inter and intrapersonal activities as part of the educational process.
- Implementation of these principles depends upon continuous community support, broad planning, training and evaluation.
- A substantial commitment is needed in school administrators (and local agencies as a whole) towards staff development. Inclusion implies that all children are the responsibility of all the staff.
- An adapted school environment (barrier free access to all parts of school, signages, signs in Braille, etc) is needed to suit the needs of every child with disability.

In India, no operational definition of inclusive education has evolved yet. One can, however, say that “Inclusive education means all learners, young people—with or without disabilities being able to learn together in regular pre-school provisions, schools and community educational settings with appropriate network of support services.” An inclusive class may have amongst others, children who are disabled or gifted, street or working children, children from remote or nomadic populations, children belonging to religious, linguistic minorities or children from scheduled tribes, scheduled castes or other backward classes. The National Curriculum Framework (2005) clearly gives significance to child centered pedagogy that can

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Inclusion is not

- Focusing on an individual or small group of pupils for whom the curriculum is adapted, different work is devised or support assistance are provided;
- About how to assimilate individual pupils with identified special educational needs into existing forms of schooling.

Inclusion

- A process (rather than a state), by which a school attempts to respond to all pupils as individuals;
- Emphasizes the reconstructing of curriculum provision in order to reach out to all pupils as individuals;
- Emphasizes overall school effectiveness;
- Is of relevance to all phases and types of schools, possibly including special schools, since within any educational provision teachers face groups of students with diverse needs and are required to respond to this diversity.
meet the range of challenges confronting the inclusive school system. The benefits of inclusive education are given below:

**Benefits of Inclusive Education**

1. Acceptance of Differences
2. Friendship
3. Learning from peers
4. Sensitisation and Awareness

In order to include students with special needs in schools it essential to earn acceptance and respect from their teachers peers, for which sensitising them is necessary. Awareness games and simulation activities help over misconceptions surrounding or relating to students and their special needs. Some samples are presented which can be replicated in schools to overcome ignorance and misconceptions about disabilities.

All children may be enrolled in school, but some children still may be excluded from participating and learning in the classroom. For instance, they may be children:

- for whom a lesson or textbook is not written in their first language;
- who are never asked to contribute;
- who never offer to contribute;
- who can’t see the blackboard or a textbook or can’t hear the teacher;
- or who are not learning well and no attempt is made to help them.

These children may be sitting at the back of the classroom and may soon leave altogether (drop out). As teachers, we are responsible for creating a learning environment where ALL children can learn, ALL children want to learn, and ALL children feel included in our classrooms and schools. Other benefits of inclusion to children, teachers, parents and communities are given below.

**Children**

- All children are enriched
- Promotes positive attitudes
- Prepares all children, especially those from disadvantaged groups for independent living and increases self-confidence/esteem
- Potential is realized

**Teachers**

- Professional skills are developed
- Change agent and establish rapport with all children
- Peer sensitization
- Views each child as an opportunity to grow

**Parents**

- Aware of the rights
- Become aware of the services available
- Become better equipped to deal with their children

**Communities**

- Develop a sense of pride as more children go to school and learn.
- Become more involved in the school, thus creating better relations between the school and the community.

**Group activity**

1. All children in school, learning together
2. Schools are for everyone
3. Appropriate support services
4. No discrimination
5. Valuing diversity

Divide into small groups and explain each of the above aspects of defining inclusion?
Learner Friendly Environment

Another feature of an inclusive classroom is that it is learner friendly. A “learning-friendly” environment is “child-friendly” and “teacher friendly.” It stresses the importance of students and teachers learning together as a learning community. It places children at the centre of learning and encourages their active participation in learning. It also fulfils our needs and interests as teachers, so that we want to, and are capable of, giving children the best education possible.

Which classroom below do you think is inclusive and learning-friendly?

Classroom A

Forty children are sitting on wooden benches behind desks with their exercise books open and their pens in their hands. The teacher is copying a story on the chalkboard from the Grade 3 textbook, making sure that she writes it exactly as it is written in the textbook. The boys, who are sitting on the right side of the room, copy what the teacher has written into their exercise books. The girls, who are sitting on the left side of the room, wait for the teacher to move so that they can see what she has written and copy it into their exercise books. As she writes, the teacher asks, “Are you copying the story that I am writing?” Everyone answers “Yes teacher.”

Classroom B

Two groups of children are sitting on the floor in two circles. Both groups contain girls and boys. The Grade 3 teacher is teaching shapes to the children. In one group, the children are talking about circles. The teacher has shown them some common round objects that she had asked the children to bring from home. The children handle the objects and then work together to make a list of other objects that are circular in shape. In the other group, some of the children are holding rolled up newspapers that look like long sticks. The teacher calls a number, and the child with that number places his/her stick on the floor in the centre to begin forming a square. One child with hearing difficulties adds her stick to form a triangle and smiles at the teacher. The teacher smiles back at her and says “very good,” making sure that the child can see her lips as she speaks. A parent, who has volunteered to be a classroom helper for a week, pats her on the arm, and then turns to assist a student who is confused about where to place his/her stick in order to form a new shape.

Now, answer the following questions: Which one of these classrooms do you believe is inclusive and learning-friendly? In what ways is it inclusive and learning-friendly? Brainstorm your list below.

1. 
2. 
3. 
4. 
5. 

Compare your list with a colleague’s. What items on your lists are the same? What items are different? You may have many different answers.

Features of an Inclusive Classroom

<table>
<thead>
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<th>Group Activity</th>
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<td>Participants to divide into small groups and discuss as to how classrooms can be made inclusive? Each group to give specific characteristics of inclusive classrooms.</td>
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<tr>
<th>Characteristics of an Inclusive, Learning-Friendly Classroom</th>
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<td>Relationship</td>
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<td>Who is in the classroom?</td>
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<td>Seating Arrangement</td>
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<td>Learning materials</td>
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<td>Resources</td>
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<td>Evaluation</td>
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**FILL IN THE EMPTY CIRCLES**

Teachers in Inclusive Schools

Research worldwide has mentioned the following characteristics of effective teachers:

- **Strongly engage students within academically focused, teacher-directed classrooms, using sequenced, structured materials.**
- **Focus on academic matters using activities with goals that are clear to students.**
- **Allocate sufficient time for instruction.**
- **Frequently monitor student performance and check student work.**
- **Plan lessons and questions to obtain many correct responses from students.**
- **Offer immediate feedback to students on academic tasks.**

Teachers who work successfully in inclusive classrooms also possess the following characteristics:

- **Positive attitude towards mainstreaming and integration.** Teacher must believe that children can benefit from being in an inclusive child friendly learning environment. Such teachers welcome diversity among the children in their classes and help their students learn to appreciate the contributions that each child has. The teachers are willing to be flexible and modify their instruction to meet unique needs of students so that they can succeed in the regular class.
- **The ability to collaborate with resource teachers and parents as a team:** Children with special needs require the support and collaborative efforts of regular and special educators. Effective classroom teachers are also effective team members. They know how to work with others.
- **Personal characteristics:** Teachers who work well with children are fair, firm, warm, and responsive, have patience and a sense of humor, and are able to establish a rapport with pupils. Rapport refers to a harmonious relationship between the teacher and the child, a feature of paramount importance. When a strong rapport exists between teacher and pupil,
learning often occurs despite inappropriate techniques or materials, or other shortcomings. Effective teachers provide structure and expectations for students that students realize are fair and just. Effective teachers know that learning may take a long time and requires many repetitions, but they have the patience to wait as the child learns.

A simple checklist for inclusive schools and teachers is given at Annex- A and list of useful websites in IE is given at Annex- B.

Understanding Inclusion through Activities

This section will deal with simple activities for teachers and children related to inclusion of children with diverse needs. The advantages of doing these activities are that it helps children and teachers to empathise with the challenges faced by some children in regular classroom. This exposure helps them in being more sensitive to the needs and requirements of these children.

Simulation Exercises for Sensitizing the General Teachers

The simulation and the other activities included in this Unit should actually be carried out in the training programme.

- Ask them to wear different types of low vision simulation glasses and walk in the street to understand the difficulties faced by low vision children viz., central vision, pipe vision, dull vision, peripheral vision – top / bottom /side peripheral vision.
- Blind fold the teachers to undergo the experiences of a blind child – asking them to find out the value of currency notes, operating mobile, move around and explore things, etc.
- Make teachers to sit on the wheel chair for almost ½ a day - attending the training sessions, move around, have lunch sitting on the wheel chair, etc.
- Ask them to fold their one leg and tie it up and asked them to walk with the help of walker.
- Tie both the legs together and ask them to walk with the help of crutches.
- Ask them to plug their ears with thick cotton and ask their friends to do conversation with them by signs/gestures without speech.

Sensitization of Children

The following ways can be adopted for sensitization of children:

- Age appropriate simulation exercises
- Street plays.
- Children’s meet
- Showing short films on disability
- Discussion in small groups
- Interaction with children with special needs
- Role of children in achieving effective inclusion
- Open discussion and
- Inclusive games

Understanding Communication Problems

Difficulty in communication means that a person is not able to express himself / herself through speech or make his/her speech understood. This can be caused by many different disabilities or injuries. Some people with difficulty speaking may use sign language, gestures or small pictures they carry with them.

Activity 1 - Different Words

If you have students in your class who speak a different language, have them stand in front of the class and say one sentence in their language. Have the class try to guess what was said.

If you have more than one student who speaks the same foreign language, have them carry on a short conversation. Then have the class try to decide what was said.
Discuss how it feels to not be able to understand something. How quickly did the class give up? What are some other ways they could have tried to communicate? How is this similar to those people who can talk but are hard to understand? Write a simple sentence on a piece of paper, for example, “The cat sat on a hot tin roof.” Show this sentence to 1 student. The student must let the rest of the class know the sentence without writing, speaking or using any letters of the alphabet. Discuss: Was it difficult to communicate using this method? What would have helped? How to communicate with someone who can’t talk back? How to help them communicate? If you want to give more students a chance to try this activity, here are some suggested sentences:

- I feel funny
- I want water
- My foot hurts
- I want mid day meal
- I am not too well
- I want to play.

**Understanding Children with Intellectual Challenges**

**Activity 1: Difficulty Understanding**

Have 2 students sit back to back. Give one student a paper with an abstract shape on it. Without seeing each other, he/she must explain to the other student how to draw the shape. Give the second student a pencil and piece of paper. He/she must draw the shape following the first student’s directions.

What were the problems? What would have helped?

The above activities will sensitise the teachers towards understanding the needs of children with various special educational needs, which will help them to deal with them more effectively in an inclusive classroom.

**Simple Adaptations for an Inclusive Classroom**

The easiest way to make curriculum accessible to all children is by:

- Assessing needs, abilities and strengths
- Making individual need-based changes in the curriculum
- Using activities in the classroom
- Doing need based evaluation methods and
- Involving the child in the process of learning
- Structuring lessons.

An inclusive classroom is a diverse and multi level classroom. The task of the teacher is to strategies that help all children learn. Today’s teachers employ inclusion principles throughout their day. They have learned to structure their lessons and differentiate materials so that all students can access age-appropriate material. This universal design of instruction allows teachers to consider the variety of ways in which information can be presented to reach all learners. In these ways, the inclusive classroom helps all students achieve regardless of their learning differences. In any classroom, a teacher uses the key principles of teaching of size of the content, time, input, output, difficulty level, participation, level of support and alternate goals. These have been described in a later section on Classroom for All.

**Group Work** - Do you think that inclusive schools are effective? If yes, why?
Hence, it can be seen that inclusive schooling is often thought of as the inclusion of all students, regardless of ability, into the same schools and classrooms with peers who are not considered to have disabilities. Inclusive schooling, however, extends far beyond mere physical proximity to providing students and adults the support required to belong and achieve in classroom and school communities. Inclusion is both a process for and outcome of understanding, acceptance, and valuing of differences among today's school children and youth. It is potentially both a process and an outcome for achieving social justice and equity in our society.

**Through this Unit we have learnt that:**

- All children should be in school, learning together
- Schools are for everyone
- Appropriate support services should be provided to those needing them
- No discrimination is one of the key pillars of inclusion
- Diversity is to be valued.

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**Learning From Experience: Including Children with Disabilities**

We have discovered that children are much more human and more honest than adults. During the last four years, they have not asked such questions as, “What is the matter with my friend?” or “Why is he behaving like this?” We have not had a case of a child unwilling to play. When a friend with disabilities has to be given a mark, there is absolute silence in the classroom, and after his answer, there is applause. Everyone is sharing the happiness of success. Friends do not differ in anything. They go together to the swimming pool, on excursions, parties, and birthdays. But I can quite freely say that in the classes where there are no children with disabilities, the children behave differently. Sometimes children with disabilities are laughed at, pushed aside, and stared at by others. Fortunately, there is an immediate reaction from the pupils from the classes where there are such children, and they defend their friends. Moreover, it is very important that all parents accept the children. At the beginning of the first grade when parents notice a child with a disability, most of them keep their distance, with such remarks as, “Why should my child sit next to such a pupil?” or “He will disturb my child during classes.” Fortunately, these reactions last for only a month or two. When the parents realize that their children have accepted such friends, they begin to help them as well. They help them get dressed, pack their bags, and take them home. The parents of the other children want me to hold a parental meeting where I will explain what kind of disability is in question. I can conclude freely that within a short period of time both the children and parents adjust, the class functions perfectly, and the children with disabilities become the most loved ones in the class.

“Including Children with Disabilities, an interview with Katica Dukovska Muratovska.”

UNIT – 2: Understanding Learning Approaches

(to be transacted through lecture, demonstrations, case studies, using checklist on learning styles)

Children will learn by doing activities and hence activity based learning is given emphasis in classrooms.

Different Approaches to Learning

There are different approaches to learning especially for children with special needs following are important.

- Multisensory approach
- Behavioural approach
- Multiple intelligence approach

Multisensory Approach

The multi-sensory method is based on the premise that some children learn best when content is presented in several modalities. Frequently, kinaesthetic (movement), tactile (touch) and smell stimulation are used along with the visual and auditory modalities. In this approach, the child sees, feels, says and hears the content. The multi-sensory programs that feature tracing, hearing, writing and seeing are often referred to as VAKT (visual-auditory-kinaesthetic-tactile). To increase tactile and kinaesthetic stimulation, embossed letters, finger paint, sand trays raised letters and sunken letters are used.

Behavioural Approach

The behavioural approach involves the following.

1. Provide reinforcement in terms of rewards or encouragement to achieve the task
2. Minimise negative reinforcement
3. Provide prompting to achieve the task which can be verbal/gesture
4. Break down tasks into small segments
5. Start from known to unknown concepts
6. Model, demonstrate, and explain each step in a procedure or new task
7. Include as much extra practice and review as needed for mastery to occur
8. Incorporate structure and predictable routine into lessons
9. Generalization or application of the taught
10. Use monitoring and feedback as lesson progresses rather than waiting until conclusion

The teacher can make use of the above principles with all children in an inclusive classroom.

Multiple Intelligence Approach

All children possess a set of intelligences - not just one type and level of intelligence. Schools and teachers have the view that a child is either intelligent or not, and moreover that the 'intelligent' children are 'good' and the 'unintelligent' children are 'bad'. Worse still many children...
grow up being told that they are not intelligent and are therefore not of great worth. The fact is that we are all intelligent in different ways.

Schools should be encouraged to think beyond IQ and the 3 R’s.

Equal attention should be given to children who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, etc. who enrich the world in which we live. Unfortunately, many children who have these gifts don’t receive much reinforcement for them in school. Many of these children, in fact, end up being labeled or simply underachievers, when their unique ways of thinking and learning aren’t addressed by a heavily linguistic or logical-mathematical classroom.

Linguistic

Verbal-linguistic intelligence has to do with words, spoken or written. People with verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories, and memorizing words and dates. They tend to learn best by reading, taking notes, and listening to lectures, and via discussion and debate. They are also frequently skilled at explaining, teaching, and oration or persuasive speaking.

Logical-mathematical

This area has to do with logic and numbers. This intelligence naturally excel in mathematics, chess, computer programming. And more reasoning capabilities, abstract pattern recognition, scientific thinking and investigation, and the ability to perform complex calculations.

Spatial

This area has to do with vision and spatial judgment. People with strong visual-spatial intelligence are typically very good at visualizing and mentally manipulating objects. They have a strong visual memory and are often artistically inclined. Those with visual-spatial intelligence also generally have a very good sense of direction and may also have very good hand-eye coordination.

Bodily-Kinesthetic

This area has to do with movement and doing. In this category, people are generally adept at physical activities such as sports or dance and often prefer activities which utilize movement. They may enjoy acting or performing, and in general they are good at building and making things. Those with strong bodily-kinesthetic intelligence seem to use what might be termed muscle memory; i.e., they remember things through their body, rather than through words (verbal memory) or images (visual memory).

Musical

This area has to do with rhythm, music, and hearing. Those who have a high level of musical-rhythmic intelligence display greater sensitivity to sounds, rhythms, tones, and music. They normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music.

Naturalistic

This area has to do with nature, nurturing, and classification. This is the newest of the intelligences. Those with it are said to have greater sensitivity to nature and their place within it, the ability to nurture and grow things, and greater ease in caring for, taming, and interacting with animals. They are also good at recognizing and classifying different species.

Interpersonal

This area has to do with interaction with others. People in this category are usually extroverts and are characterized by their sensitivity to others’ moods, feelings, temperaments, and motivations and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others.
Intrapersonal

This area has to do with introspective and self-reflective capacities. Those who are strongest in this intelligence are typically introverts and prefer to work alone. They are usually highly self-aware and capable of understanding their own emotions, goals, and motivations. There is often a high level of perfectionism associated with this intelligence.

Using Multiple Intelligence Approach in an Inclusive Classroom

To use this approach, the classroom is physically restructured to create 7 centers, and each centre should be labeled. This approach uses a whole new kind of lesson planning, one that approaches the teaching of any topic in seven different ways. The following example will explain this.

Teaching PLANET EARTH using multiple intelligences to Class IVth children (30-35 children):

A portion of each school day, approximately 1.40 hrs (20minutes in each centre) is devoted to the students working in the centers. The students move in groups of three or four through all seven centers spending about twenty minutes at each one. For example, while studying a unit on Planet Earth, the seven centers provided activities to help the students learn about the structure of the earth.

In the building center, the students actually constructed a three layer replica of the earth with three colors of clay to represent the core, the mantle and the crust. They sliced their clay earths in half for a cross-section view. In the math center, each group worked with geometric concepts of concentric circles, radius, diameter, etc. At the reading center, the students read a story called ‘The Magic School Bus’ that depicted a group of school children exploring the inside of the earth. The music center provided a listening/spelling activity. The students listened to music while studying spelling words such as earth, crust, mantle and core. The working together (interpersonal) center had a cooperative learning activity where the students had to read a fact sheet on the earth and jointly answer questions. The personal work (intrapersonal) center involved a fantasy writing activity on the subject: "Things you would take with you on a journey

At the end of the 2 -1/2 hours spent at the center every one of the students knows the structure of the earth, and perhaps even more importantly, learns the concept artistically, mathematically, musically, linguistically, kinesthetically, interpersonally and independently. The teacher’s role becomes that of a facilitator of learning.

Effective Teaching Techniques

Task Analysis: The teacher can choose a learning task appropriate for the child to master and the terminal objective should be stated in behavioural terms. The terminal goal is broken down into incremental steps arranged in order of complexity, with each item being a pre-requisite for the subsequent one until the terminal goal is reached. For example, a problem requiring 2-digit additions may involve (I) concept of ‘greater’ and ‘smaller’, (ii) concept of unit and tenth places, (iii) carry over from the tenth place, if required , (iv) retaining appropriate number at the tenth place after carry over and (v) the actual writing of the sum in the appropriate place.

Structured Lesson Presentations: Children learn more when lessons are clearly presented, well sequenced and well organised. Explanations should be concise and clearly understood with the key concepts highlighted. Content and pacing should vary according to each child’s unique

Group Activity

Participants to divide into small groups and give examples of how they would use the multiple intelligence approach in their classrooms picking up real lessons from text books.

As a teacher, what teaching techniques you use in your classroom? Can we list them?
abilities and weaknesses. Children achieve better when the teacher explains “what we will do today” and summaries at the end.

**Organized Equipment and Materials:** The teacher must organize the equipment and materials needed before starting a lesson. The teacher should also ensure that the equipment and materials are relevant and easy to understand to the students.

**Co-operative Learning:** Co-operative learning is a method of effectively using student groups in a classroom. The primary elements involved in this technique are: positive interdependence; or the feeling that individual goal attainment relies on the performance of all group members, individual accountability, face to face interaction with peers, use of pro-social skills and group processing of a given academic task. Co-operative learning is an instructional arrangement in which small groups or teams of students work together to achieve team success in a manner that promotes student responsibility for their own learning as well as the learning of others. For example, four students can be placed in a group of whom one is high achiever, two are average achievers and one is low achiever. The studies have shown that it is not only the low achievers benefit from co-operative learning, but the high achievers also show significant gains.

Cooperative learning has been suggested as a technique for aiding in the mainstreaming of mild to severely handicapped students. Students identified as learning disabled often lack the social skills necessary for positive peer interaction. Co-operative learning provides an arena for observation of peers and the development of pro-social skills, as well as helping all students improve academically.

**Peer Teaching:** Peer tutoring is also known as peer teaching and child-to-child learning. In this method children who finish their work first will help her/his friends to complete the task. So children will learn to help each other either in one-to-one or in small groups. This technique helps the teacher to meet the individual needs of children in regular classrooms.

It also promotes a co-operative learning, rather than a competitive approach to learning. In experience, child-to-child teaching is more effective than adult-to-child teaching. It helps to build mutual respect and understanding between the children who works together. Children will get benefit to a greater extent when they assigned responsibilities in the classroom.

Children also develop the following skills through peer teaching:

- Listening
- Expressing clearly
- Turn taking
- Supporting and helping those who might need help in learning.

**Multi Level Instruction**

Teacher needs to plan ways of including all children in the same learning activity. In multi level instruction, the teacher plans one general lesson for the class and makes provision for including individual learning styles and needs with the lesson. In multi level instruction the teacher is aware of needs and learning styles of all students, as well as course content and a variety of teaching strategies to teach the content.

**Using Examples**

Learning becomes easier when the new information is connected with known things. Giving examples, from immediate environment or past experience enhances understanding. While giving examples, use pictures/real objects or write the word on the board. In this way teachers can provide opportunities for concrete learning.

**Activity-oriented Approach**

In activity-oriented approach textbook reading and vocabulary demands are reduced and student-centered exploration are emphasized. Activities could be designed to provide the students with an integrated understanding of the lesson. Lesson can be introduced and taught through play activities. In this method, children learn through discovery and active participation is ensured.
Arranging Field Trips/Visits

Field trips provide hands on experience which contribute to proper concept development. Relying on reading and speech reading in the class may tire students and information and knowledge may not be received at the optimum level. Field trips and visits arranged with well-defined learning objectives can many times overcome the loss of learning experiences which are forced by the absence of the senses. At the same time the learning of the students should not be completely dependent on the first hand experience. They should be empowered to comprehend things which they have never experienced. Moreover, if these visits are not well supported by the language learning experience then it is of less use.

Use of Teaching Aids

Several concepts taught in the class may not be understood easily, therefore, it is essential to use additional teaching aids, which may provide the needed support in learning and concept development. Overhead projectors (OHP) can be used effectively. Teachers can write material that can be seen by all students while the teacher is facing the class. Preparing additional teaching aids should not be considered as a burden. In fact, these teaching aids enable even the non-disabled students to have enriching learning experience.

Summing up at the end of Class

Start the class with outline of the lesson or present the critical information of the lesson. End the lesson by summing up the content with key points or flow charts and connect to future learning. Recapitulation is the biggest aid in learning. If the summary is in written form, it goes a long way in helping the children learn the concepts better.

| What are the various learning needs that you as a teacher encounter in your classroom? All children learn in different ways. Have you ever tried to explore these? Let’s spend a few minutes on this. |

Children learn in different ways and at different phases therefore it becomes important for the teacher to understand and be sensitive to the needs of every child. Every child has his/her own potential for learning, therefore how to make the child learn depends on the opportunities and learning environment developed. Some children are visual learners, whereas others are auditory learners. Still others may require information to be presented in multiple modalities.

Universal Design of Learning

UDL provides a blueprint (outline) for creating flexible goals, methods, materials, and assessments that accommodate learner differences. However, Universal” does not imply a single optimal solution for everyone. Instead, it is multiple approaches to meet the needs of diverse learners. Universal Design first appeared in education in the design of school buildings; however, creative educators quickly realized that these principles could also be applied to the design of curriculum and to classroom pedagogy. It was realized that this could be applied to all children.

The principles of UDL are as follows:

- Accessibility
- Flexibility in use, participation, and presentation.
- Consistency
- Supportive learning environment.
- Ensuring a learning space that accommodates both students and instructional methods.

UDL embraces the concept of improved access for everyone and applies it to curriculum materials and teaching methods. The 3 important tenets of UDL are multiple methods of presentation; multiple options for participation and multiple means of expression.

Examples of multiple methods of presentation
• Content could be presented using multiple media, such as oral lectures, textbooks, charts or diagrams, audio tapes, and videos.
• The same content could be changed from one medium to another, such as oral output for students with reading difficulties or pictures and illustrations for students who need a visual image.
• Materials would have adjustable presentation characteristics — changeable font style and size, highlighting of main concepts

Examples of multiple methods of participation

• Students would choose their preferred method of learning new material. One child might learn vocabulary by playing a game in a race against the clock; another might create stories or even artwork to incorporate the new words.
• Content would be tailored to match kids’ interests. For example, math principles could be taught using topics ranging from hockey to horses.
• Materials would provide extra support where students need it. For reading practice, independent readers could read silently from a book. Students needing more support might read computer-based stories where they could click on a troublesome word to hear it pronounced or have the entire text read aloud.

Examples of multiple methods of expression

• Assignments would be accepted in various formats. A student who finds written expression difficult might show his knowledge orally; another might turn in a report, write a play, or develop a project to demonstrate learning.
• “Paper and pencil” exercises could become “computer and printer” exercises for students who are slowed down by the physical effort of writing, or for any student who prefers using a keyboard.

Individual Activity: The trainer to give the following checklist to each participant to fill:

Choose the answer which best explains your preference. You can even select more than one response.

1. You are about to give directions to a person who is standing with you. She is staying in a hotel in town and wants to visit your house later. She has a rental car. Would you?
   a. Draw a map on paper
   b. Tell her the directions
   c. Write down the directions (without a map)
   d. Collect her from the hotel in your car.

2. You are not sure whether a word should be spelled ‘dependent’ or ‘dependant’. Do you:
   a. See the word in your mind and choose by the way it looks
   b. Sound it out in your mind
   c. Look it up in the dictionary
   d. Write both versions down on paper and choose one.

3. You have just received a copy of your itinerary for a world trip. This is of interest to a friend. Would you:
   a. Show her on a map of the world
   b. Phone her immediately and tell about it
   c. Send her a copy of the printed itinerary
   d. Share what you plan to do at each place you visit.

4. You are going to cook something as a special treat for your family. Do you:
   a. Thumb through the cookbook looking for ideas from the pictures
   b. Cook something familiar without the need for instructions
   c. Phone her immediately and tell about it
   d. Send her a copy of the printed itinerary
c. Refer to a specific cookbook where there is a good recipe.

5. A group of tourists have been assigned to you to find about wildlife reserve or parks. Would you:
   d. Drive them to a wildlife reserve or park
      a. Show them slides and photographs
      c. Give them pamphlets or a book on wildlife reserves or parks
      b. Give them a talk on wildlife reserves or parks.

6. You are about to purchase a new stereo. Other than price, what would most influence your decision?
   b. The salesperson telling you what you want to know
      c. Reading the details about it
      d. Playing with the controls and listening to it
      a. It looks really smart and fashionable.

7. Recall a time in your life when you learned how to do something like playing a new board game. Try to avoid choosing a very physical skill, e.g. riding a bike. How did you learn best? By:
   a. Visual clues – pictures, diagrams, charts
      c. Written instructions
   b. Listening to somebody explaining it
      d. Doing it or trying it.

8. You have an eye problem. Would you prefer that the doctor:
   b. Tell you what is wrong
      a. Show you a diagram of what is wrong
      d. Use a model to show you what is wrong.

9. You are about to learn to use a new programme on a computer. Would you:
   d. Sit down at the keyboard and begin to experiment with the programme’s features
      c. Read the manual which comes with the programme
      b. Telephone a friend and ask questions about it.

10. You are staying in a hotel and have a rental car. You would like to visit friends whose address/location you do not know. Would you like them to:
    a. Draw you a map on paper
       b. Tell you the directions
       c. Write down the directions (without a map)
       d. Collect you from the hotel in their car.

11. Apart from the price, what would most influence your decision to buy a particular text book:
    d. You have used a copy before
       b. A friend talking about it
       c. Quickly reading parts of it
       a. The way it looks is appealing.

12. A new movie has arrived in town. What would most influence your decision to go (or not go)?
    b. You heard a radio review about it
       c. You read a review about it
       a. You saw a preview of it.

13. Do you prefer a lecturer or teacher who likes to use?
c. A textbook, handouts, readings
a. Flow diagrams, charts, slides
d. Field trips, labs, practical sessions
b. Discussion, guest speakers.

When you have finished making your selections, fill the boxes with your scores?

<table>
<thead>
<tr>
<th>Total</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Visual</td>
<td>Auditory</td>
<td>Read</td>
<td>Kinesthetic</td>
</tr>
</tbody>
</table>

After this, the trainer will discuss various learning styles with the participants in an interactive mode.

**Group Activity**

After doing this exercise, each group to develop a simple checklist on the basis of which they would assess the learning styles of children in their classroom.

Through this Unit we have learnt that:

- All children have the capacity to learn.
- Children learn in different ways and at a different pace
- All children are intelligent, but in different ways
- Information can be presented and expressed in different ways
- An optimal use of all teaching techniques and methods can help all children learn
UNIT 3: Classroom for All
(to be transacted through case study, demonstration of need assessment by trainer, discussion, group reports, practice lessons, hands-on, concrete experiences, model lesson plans)

What kind of children do you find in the classroom? Are they all from the same social, cultural, linguistic, economic background? May be not. Let’s think about the children that come to our classroom, their needs, their experiences, etc.

Inclusive schools and classrooms are places where all students contribute, are respected and are cared for. Children learn to value and respect individual differences. Obviously, a classroom will have children from various cultural, linguistic, ethnic, socio-economic backgrounds. A teacher would have to develop a classroom, which includes ALL.

As per the Section 29 of RTE Act, curriculum should not be burden for children and they cannot be retained in the same class. It also highlights child centered and learning friendly classrooms to enable children to participate in learning which is free of fear, anxiety and trauma.

To accomplish this, the emphasis should be on developing an inclusive and a learner friendly environment. But it may not be easy in diverse classrooms as there are children from different backgrounds and abilities. Hence, it is important for every teacher to assess the needs of all children.

The objective of this Unit is to familiarize the teacher with the following important tenets of teaching in a diverse classroom:

- Developing a teaching plan for an inclusive classroom
- Barrier free classroom arrangement
- Inclusive TLMs
- Adaptations to make learning accessible to all children
- Comprehensive and continuous evaluation.

Developing a Teaching Plan for an Inclusive Classroom

An inclusive classroom comprises heterogeneous group of children: girls & boys; those from different cultural, linguistic, migrant, economical backgrounds; those with special abilities or learning needs; and those with health problems. It is really a challenge for teachers to make an appropriate teaching plan covering learning needs of all children in the regular classroom. Meeting the learning needs of all children in the regular classroom at a time requires proper resource support system at school level.

Making teaching plan for inclusive classroom is more time-consuming but it is a challenge to teacher’s creativity. Arranging the things in advance as per the plan with the help of children and parents, colleagues and volunteers would be a great help. Sometimes it is difficult to get the right kind of resources that is required to make children learn. For example additional teaching aids, special equipments like magnifying glass, large print materials, provide computer for learning, provide human support at classroom for providing individual attention to children with high level support needs, etc.

However children and parents can be involved in planning so that they can bring materials from home (concrete things viz., plants, fruits, cereals, pulses, fruits, vegetables, eatables, cosmetics etc.) and also help to develop simple materials together in class, such as preparing large print materials, flash cards, making existing teaching aids into tactile, cutting cardboards into different shapes, making cloth toys, etc. Local resources have to be used from the community.

It is equally important to make the local community to understand that learning is not restricted to the classroom. Children should be taken out of the classroom to give them exposure to the real world. This will help them to link up classroom’s learning with their real life.

Teaching needs to be well planned and it is an important skill for all teachers. Hence, it is essential for every teacher to develop a teaching plan for every lesson. An inclusive teaching plan should comprise the following:
- Selecting topic/content
- Deciding upon the objective
- Deciding methods/techniques
- Developing activities for testing the pre-knowledge/prior learning of children
- Planning learning activities in relation to the topic for all children
- Listing out teaching learning materials/resources
- Thinking ways for organizing classroom/learning environment
- Planning activities for children to work in pairs/groups
- Incorporation of ways for feedback/assessment

Some of the sample teaching plans that the teacher can develop prior to the lesson are given below.

**Sample Formats for Teaching Plan**

**Sample Teaching Plan # 1: Subject- Science**

**Topic:** Energy & its Sources  
**Class:** 5  
**No. of children:** 35  
**Time:** 40 minutes

**Objective:** To make children to understand Energy and its Sources

<table>
<thead>
<tr>
<th>Teaching methods</th>
<th>Testing Pre-knowledge</th>
<th>Classroom arrangement</th>
<th>Children’s activities</th>
<th>Feedback/assessment</th>
<th>TLMs/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-sensory approach, cooperative learning &amp; peer teaching demonstration with the children for showing muscle power</td>
<td>What is energy? Where &amp; How do we get energy? Why do we need energy?</td>
<td>Adequate space for demonstration Seating arrangement of children? Lighting? Safety considerations? Reading, writing materials? Work displays?</td>
<td>Children understand the energy and its sources through dialogue/activities/demonstration To switch on the Fan to understand Fan runs with the help of electricity Expose themselves to sun to feel the heat Tug of war to demonstrate the muscle power Vehicles run with the help of fuels</td>
<td>Frame simple questions &amp; get answers Orally/Writing Indicating/Signing Observation of children’s participation individually and also in groups see student’s note book</td>
<td>Picture of Sun Exposure to heat &amp; light of real sun Picture flashcards of Fan, cart, train, electric bulb, etc. if possible real ones. Vehicles’ Chart- Bus, Lorry, car, Auto, Motor Bike, etc. A chart of running person Picture flashcards of Vehicles Worksheets for evaluation for CWSNs</td>
</tr>
</tbody>
</table>
Sample Teaching Plan # 2: Subject-Mathematics

Topic: Fraction
No. of children: 35
Time: 40 minutes

Objective: To make children to learn the concept of Fraction – whole, ½, ¼ & ¾

<table>
<thead>
<tr>
<th>Teaching methods</th>
<th>Testing Pre-knowledge</th>
<th>Classroom arrangement</th>
<th>Children’s activities</th>
<th>Feedback/assessment</th>
<th>TLMs/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative learning &amp; peer teaching</td>
<td></td>
<td>Adequate space for classroom activities</td>
<td>Children participates in demonstration (cutting water melon into ½, ¼ &amp; ¾ and showing each part to children and asking them to say the parts in fraction &amp; write it on the black board)</td>
<td>Frame simple questions &amp; get answers Orally/Writing Indicating/Signing.</td>
<td>Real Water melon (knife to cut it)</td>
</tr>
<tr>
<td>Demonstration</td>
<td>What is fraction? How to write half, quarter, third &amp; fourth in fraction?</td>
<td>Seating arrangement of children? Lighting? Safety considerations? Reading, writing materials? Work displays?</td>
<td>On the board &amp; in the math’s note book</td>
<td>Observation of children’s participation individually and also in groups Worksheet for evaluation of CWSNs / math’s note book</td>
<td>A chart with the coloured picture of whole water melon and cutting parts of it -half, quarter, ¾. Picture, words &amp; number flash cards For eg. Flash card of ½, ¼ &amp; ¾ Worksheet for evaluation</td>
</tr>
</tbody>
</table>

Sample # 3: Subject: Environmental Science

Topic: Transport and Communication
No. of children: 30
Time: 40 minutes

Objective: To make children to understand various types of transport

<table>
<thead>
<tr>
<th>Teaching methods</th>
<th>Testing Pre-knowledge</th>
<th>Classroom arrangement</th>
<th>Children’s activities</th>
<th>Feedback/assessment</th>
<th>TLMs/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-sensory, cooperative learning &amp; peer teaching</td>
<td>Divide the class into two groups. Ask 1st group to show how vehicles move through acting &amp; 2nd group to guess which vehicle is that?</td>
<td>Seating arrangement of children? Lighting? Safety considerations? Reading, writing materials? Work displays?</td>
<td>Understanding types of transportations with the help of charts, models and flashcards. Grouping vehicles as land, water &amp; air transport. Write down types of transport in their note</td>
<td>Frame simple questions &amp; get answers Orally/Writing Indicating/Signing.</td>
<td>Picture Charts of Bus, Train, Aero plane carrying people, Truck, Lorry carrying luggage &amp; Ship /boat carrying people models of Vehicles – Bus, car, Lorry, boat, ship, Aero plane &amp; helicopter</td>
</tr>
</tbody>
</table>
After developing the teaching plans, these need to be implemented in a classroom through an inclusive lesson plan in the following manner.

**Inclusive Lesson Plan - 1**  
**Subject: Science**

**Name of the Lesson: Energy & its Sources**  
**Std: 5**

**Competency:** To know about energy and its sources

<table>
<thead>
<tr>
<th>Steps</th>
<th>Learning aids</th>
<th>Learning points</th>
<th>Teaching/ Learning Activities/Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Learning Activities</strong></td>
<td>Literature on a short song in the form of handouts &amp; Tape recorder with cassette, computer with CD or any other recording material, etc. Picture and flash cards of Fire, wind, rain</td>
<td>The Teacher starts class with a song/poem on sources of energy with action by Playing tape recorder. Burning fire, blowing wind, rain, etc.</td>
<td>Help children to do action while singing through touch &amp; feel method by teacher / friend. Give children visual clues – pictures of sun, rain, fire, blowing wind, etc. of the song on “What is the source of energy” Teacher has to stand in such a place where the child with hearing problems can see teacher face clearly to follow the song by lip reading &amp; they can do action for the song. Allow children to sing with possible actions &amp; Those who cannot stand should be allowed to sing with action from sitting position only. Encourage them to sing with action with the peer group support &amp; give more time to them.</td>
</tr>
<tr>
<td><strong>Learning Activity</strong></td>
<td>Real heat &amp; light of the Sun Picture flash cards of Fan, cart, train, electric bulb, etc. if possible real ones. Vehicles Chart- Bus, Lorry, car, Auto, Motor Bike, etc. A chart of</td>
<td>Our entire source of energy is ‘Sun’. We get energy in the form of light &amp; heat from the sun. People, Animals &amp; Machines need energy to do work. The ability of doing work is called as energy. Sources of energy: Sun, blowing wind, Water.</td>
<td>Help them to understand by providing concrete aids and self experience through experiments. Example, exposing body to direct sun walking, running, etc. Help them to understand by using concrete learning aids, picture charts &amp; flash cards. Allow these children to participate with their friends, if it is required from sitting position itself. Help them to understand by providing Peer group support and encourage them to participate in simple experiments. Demonstrations with other children in groups or in pairs.</td>
</tr>
<tr>
<td>Running person</td>
<td>Picture flashcards of Vehicles</td>
<td>Fuels, food items, chemicals &amp; Electricity.</td>
<td></td>
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<tr>
<td>----------------</td>
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<td>-------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Explain with demonstration</td>
<td><strong>Muscle power:</strong> walking, running, pulling cart, etc.</td>
<td><strong>Biogas energy:</strong> Fuels used in vehicles – Petrol, Diesel, cooking gas, etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usage / Application</th>
<th>Examples for Solar energy</th>
<th>Allow them to answer orally</th>
<th>Allow them to answer by showing picture flash cards</th>
<th>Can answer like other children</th>
<th>Encourage them to answer with the peer group support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples for fuels used in vehicles</td>
<td>Examples for muscle power</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Worksheets</th>
<th>Oral evaluation</th>
<th>Adapted worksheets</th>
<th>Which is the main source of energy?</th>
<th>Large print worksheets/ oral evaluation related to Energy</th>
<th>Provide worksheet</th>
<th>Provide worksheet</th>
<th>Adapted worksheets - fill in the blanks, match the following, objective type, etc</th>
</tr>
</thead>
</table>

**Inclusive Lesson Plan - 2**  
Subject: Maths  
Name of the Lesson: Fraction  
Competency: To understand about Fraction – \( \frac{1}{2}, \frac{1}{4}, \frac{3}{4} \)  
Std: 4

<table>
<thead>
<tr>
<th>Steps</th>
<th>Learning aids</th>
<th>Learning points</th>
<th>Teaching/ Learning Activities/Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Learning Activities</td>
<td>Real watermelon fruit</td>
<td>The Teacher start the class by showing watermelon fruit to the children and ask them to say the name of that fruit</td>
<td>* help children to answer through touch &amp; feel method by teacher</td>
</tr>
<tr>
<td></td>
<td>Flash cards of words viz., watermelon, Orange, Guava &amp; Pumpkins</td>
<td>She asks the children if she gives the whole fruit to them, how they will share?</td>
<td>* Teacher has to stand in such a place where the child can see teacher face clearly to follow the question and see the fruit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>By asking this question she wants to</td>
<td>Help them to answer by using flash cards if they have problem in saying</td>
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<td></td>
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<td></td>
<td>Allow children to answer like other children in the class and if they are in wheel chair or in special chair allow them to answer from sitting position only</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Encourage them to answer with the peer group support &amp; give more time to them</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>The teacher has to understand that the child might not grasp the entire lesson and here s/he would have to adopt a developmentally appropriate approach</td>
</tr>
<tr>
<td>Learning Activity</td>
<td>Cut Real Watermelon fruit kept on the large plate. Picture chart depicting fraction Flash cards of numbers ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$) and words (half, quarter, third &amp; fourth and numerator &amp; denominator, etc.)</td>
<td>Asking questions by cutting the watermelon fruit into two equal parts What is Fraction? Fraction is a part of a whole. It divides an object into equal parts. What is half? Division of an object into equal parts is called half. It can be written as $\frac{1}{2}$ The number written under the line is Denominator. It tells you how many parts the whole has been divided into. The number written above the line is Numerator. It tells you how many parts are being taken out from the whole. In the same way the concept of quarter and three quarters can be taught.</td>
<td>Help them to understand by self experience through touch &amp; feel E.g. be with the teacher while cutting the fruit Help children to understand by self experience through touch &amp; feel E.g. be with the teacher while cutting the fruit. Provide tactile Flash cards of $\frac{1}{2}$ (can be done by cutting the numbers in sand paper and stick on the thick sheet of paper)</td>
</tr>
<tr>
<td>Usage / Application</td>
<td>Black board with yellow chalk Chart of the pictures with shaded parts for different fractions Identify the numerator and the denominator in the given Fractions. $\frac{1}{3}$, $\frac{2}{4}$, $\frac{4}{5}$, $\frac{3}{6}$, $\frac{8}{12}$ etc. Write a fraction for the shaded part.</td>
<td>Allow them to answer orally with the help of tactile numbers pasted on the thick sheet of paper</td>
<td>Allow them to answer by showing words flash cards</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Do fraction sums on the Black board Worksheets (adapted/ large print)</td>
<td>What is fraction? Colour the parts of the given picture &amp; write the fraction</td>
<td>Oral evaluation Giving responses in Braille Large print worksheets</td>
</tr>
</tbody>
</table>

**Note:** The water melon fruit will be distributed to all the children at the end of the class.

**Inclusive Lesson Plan - 3**  
**Subject:** Environmental Science  

**Name of the Lesson:** Transport & Communication  

**Std:** 4  

**Competency:** To know about various types of transportation

<table>
<thead>
<tr>
<th>Steps</th>
<th>Learning aids</th>
<th>Learning points</th>
<th>Teaching/ Learning Activities/Methods</th>
</tr>
</thead>
</table>
| **Preparatory Activities** | Birds’ chart Handouts of rhyme on bird Vehicles’ picture flash cards | A Kannada rhyme on a bird is given below:  
*Bird, how did you fly in the air? You didn’t fall while flying, why is it so?* | Tactile / auditory cues  
* help them to do action while singing through touch & feel method by teacher / friend  
Physical cues  
* give them visual clues – picture of a flying bird & literature of the rhyme on a bird  
Teacher has to stand in front of the child with learning and hearing problems so that child can see teacher face clearly to follow the rhyme by lip reading & they can do action for the song  
Cues for Children with Intellectual Difficulties  
Encourage them to sing rhyme with action with the peer group support & give more time for them |
| **Pre- Learning activities** | Divide the class into two groups. Ask 1st group to show how vehicles move through acting & 2nd group to guess which vehicle is that? | Help them to guess by touch & feel method For eg. Teacher would to teach children with seeing problems how to peddle a cycle, | | | Allow these children to participate with their friends, if it is required from sitting position itself with the assistive device | Peer group support and encourage them to participate |
| Learning Activity | Meaning of transportation Explaining land, water & air transport with the help of picture chart & models. | Children can learn the types of transportation with the help of models & sounds of vehicles. Ask them to share their experience regarding modes of transport. Share the experience of going around lake in the boat during school trip. Taking children out in the nature and exposing them to various modes of transport, their sounds, etc. They practice by grouping vehicles with the help of picture, flash cards and name them with the help of flash cards. Make children realize that wheel chair, tricycle are also a kind of transport. Taking children out in the nature and exposing them to various modes of transport, their sounds, etc. They can practice by grouping models into land, water & air transport and write their names. Make them to understand types of transport with the help of picture chart, models and provide them peer group support. Taking children out in the nature and exposing them to various modes of transport, their sounds, etc. Encourage them to practice with the peer group support and give more time. |
|---|---|---|---|---|---|---|---|
| Picture chart of various modes of transport | Models of land, water, air transport | Picture charts Bus, Train, Air carrying people | Truck, lorry carrying luggage | Ship /boat carrying people | Pictures of vehicles models of vehicles and flash cards | Children can learn the types of transportation with the help of models & sounds of vehicles. Ask them to share their experience regarding modes of transport. Share the experience of going around lake in the boat during school trip. Taking children out in the nature and exposing them to various modes of transport, their sounds, etc. They can practice by grouping vehicles (models) by touch & feel method and say orally. Make children realize that wheel chair, tricycle are also a kind of transport. Taking children out in the nature and exposing them to various modes of transport, their sounds, etc. They can practice by grouping models into land, water & air transport and write their names. Make them to understand types of transport with the help of picture chart, models and provide them peer group support. Taking children out in the nature and exposing them to various modes of transport, their sounds, etc. Encourage them to practice with the peer group support and give more time. |
| Usage / Application | Usage / Vehicles’ models & charts | List out the vehicles, their types of transport & their uses in their note book. They can write it in Braille with the help of models of vehicles. They can list out or match the vehicles, types and its uses with the help of pictures & flash cards. They can list out the vehicles, their types and their uses like other children. They can list out vehicles by using models with peer group support and by repetition. | | | | | |

- **Usage / Application**
  - **Vehicles’ models & charts**
  - List out the vehicles, their types of transport & their uses in their note book. They can write it in Braille with the help of models of vehicles. They can list out or match the vehicles, types and its uses with the help of pictures & flash cards. They can list out the vehicles, their types and their uses like other children. They can list out vehicles by using models with peer group support and by repetition.
### Evaluation

<table>
<thead>
<tr>
<th>Models &amp; pictures of vehicles</th>
<th>Activity Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide the class into two groups: Ask 1st group to name the vehicle and ask 2nd group to say the type of transport &amp; use of that vehicle</td>
<td>Note down the important/brief points on the black board</td>
</tr>
<tr>
<td>They can answer by listening and can name the vehicle by touching the model</td>
<td>They can answer / name the vehicle by saying/guesturing/signing/showing with the help of chart and flash cards</td>
</tr>
<tr>
<td>They can participate in the activity like others in the class</td>
<td>Support them in mobility/writing etc., if it is required</td>
</tr>
</tbody>
</table>

If there are children with special needs in the class, their special needs should be considered in the teaching plan (extra support, individual attention, special assistive devices, concrete teaching aids, extra time, etc.) and make the arrangement in advance to meet those needs in regular classroom.

---

### Group Activity

Trainees to divide into groups and develop subject specific inclusive lesson plans based on the chapters in the text books to be provided during the training.

### Effective Classroom Arrangement

Teachers should maintain a motivating learning environment for all children including children with special needs to learn. Make the appropriate seating arrangement by using the available space for the entire class and arrange the classroom in such a way that children should move freely between groups during group activity without disturbing others.

Make sure proper lighting and suitable seating arrangement is done as per the needs of the child, especially children with special needs and allow them to participate in the learning activity with the assistive devices. The information, learning materials should be accessible to all children especially for children with special needs and also display areas should be accessible to display their work. However the existing classrooms need to be made barrier free so that all children can be accommodated.

Children with mobility problems who are using assistive devices like wheel chair, crutches, special furniture, etc should have easy access for getting in and out of the school, should be able to move within the school and in different class rooms. Some children may not be able to sit without support. For many children, a table placed in front may provide adequate support. However, for children who have difficulty in controlling their head, keeping their body straight, a special chair or seat may be required for extra support in order to maximize their physical ability for participating in classroom activities and tasks.

Every child requires use of some structure in the learning process. Structured teaching uses the strength of learners, utilizing visual / tactile cues which help children focus on the relevant information, thus circumventing the difficulty that some children face in distinguishing relevant information from the non-relevant.

Some other important considerations for a barrier free environment are:
* Seating position
* Lighting
* Safety considerations
* Explore the possibility, through the class teacher of the school implementing “a keep to the left” rule for movement around the school
* School should be free of unnecessary hazards such as electric cables trailing across the floor, doors left ajar, windows or cupboard doors left open at head height etc
* As a general rule, visual displays should be bold, clear, well contrasted and as near to eye level as possible. Tactual displays or those involving Braille should be lower, to facilitate comfortable tactual exploration. While demonstrating to the child, the teacher should describe everything clearly
* While teaching, the teacher should be careful that the children get a clear view of his/her face
* Ensure that all children, including the visually impaired child has access to materials in an appropriate format, whether it is books, diagrams, maps, etc,
* Say the notes aloud as you put them up on the blackboard, so that they can then be recorded if necessary.

**Individual Activity**

**Can you suggest more ways by which your classroom can be made barrier free?**

**Inclusive TLMs**

The teacher teaching in an inclusive classroom should develop the following kinds of TLM:

* Tactile
* 3-D
* Visual and auditory aids
* Tactile aids
* Models

Real objects should be given first preference as they give opportunity for hands-on and experiential learning to **ALL** children.

**As a teacher, do you get opportunity to make TLM or do you procure it? Have you ever thought of using children in the process of developing TLM?**

**Let’s list down some points in the context of TLM**

Teachers can teach effectively with the help of appropriate teaching learning material. Learning through the aid of pictures or other visuals creates a better understanding in the minds of the learners. At the same time, TLM discourages memorization as a technique of learning since it facilitates comprehension.

In an inclusive classroom the role of TLM is more valuable. In earlier conventional educational system the students were classified as per their needs and hence curriculum and TLM were specific to the needs of the students. With inclusive philosophy today the classrooms have students with diverse needs. Their family support, abilities/disabilities and learning qualities differ from each others to a great extent. For such a class what is required are flexible classroom strategies and strong support from appropriate TLM so that all students benefit from the teaching. In a classroom where students are from various cultural, linguistic background and some of them have disabilities; keeping the pace of learning is bound to be little difficult. Appropriate TLM will facilitate teaching and learning.

It is important that children in every grade able to acquire the grade level competencies and skills before they move up to the next grade. Thus, it is important to look at ways that can make education more accessible for all children. One of the ways is through the use of **Learning Resources**. This is an important resource for the teachers to enable and enhance the learning process of children. Therefore learning resources play a significant role both for the teacher and learner to facilitate learning. There are different types of learning resources such as concrete materials (TLM), devices, activities, ICT and open education resource which provides ample
opportunities for developing effective classroom pedagogy, besides shaping participatory and collaborative processes of learning. It also facilitates professional development of a teacher.

Open education resource (OER) is a revolution in the field of education resources. This technology is developed with the objective of knowledge development in the field of education and research. OER designates “teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. This includes course materials, modules, textbooks, videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.” (UNESCO, 2002)

The success of developing effective inclusive practices largely depends on teachers. Thereby it becomes essential for teacher to understand the significance of these resources because it helps the teacher to make learning effective for all learners in terms of understanding the concept, assimilation and generalization.

A suggestive list of TLMs is given at Annex- C.

Curriculum Transaction

Let’s hear your thoughts on how you teach/ transact curriculum. What are the challenges in this regard that you face in the classroom?

A very effective model of curricular transaction is the 8-point model, which says that curriculum needs to be adapted with respect to:

Size of the content- Adapt the number of item the learner is expected to learn or complete. For example, the number of definitions one is expected to learn for one concept can be reduced for some children.

Time - Adapt the minutes, hours or days allotted for learning, assignment or test completion. This will vary from child-to- child, depending on individual needs.

Input - Adapt the way instruction is delivered to the learner. For example use charts, games, activities, peer learning, etc. The teacher may make use of projector, or computers also for doing so.

Output- Adapt the way learner can respond to the instruction, e.g., instead of writing the assignment, allow drawing or pictures, scrapbook, verbal responses. It can also be made into objective type items.

Difficulty level- Adapt the skill level or problem type or the rules according to the learner’s need and level. For example, allowing calculator for calculations, ticking answers instead of writing in detail.

Participation- Adapt the extent to which a learner is actively involved in the task. E.g. allowing the student to distribute material, collect assignments, write on the board while other/ teacher speaks or in organizing the activity.

Level of support- Increase the degree of interaction as per the need of the student, e.g., give more individual attention if possible or assign the peer study buddy/ some parent/ volunteer. The peer group / some parent/ volunteer can be different for different subjects. They need to be oriented to the needs of the child, level of the child and the strategies suitable for them.

Alternate Goals- Adapt the expected outcomes depending on the individual abilities of the learner, e.g., in science if some are able to name the constituent elements, others can identify the same from the mixtures.

Continuous & Comprehensive Evaluation (CCE)

The aim of this system is to reduce the workload of students and to improve overall skill and ability by means of evaluation of other activities. The word comprehensive covers evaluation of both academic and non-academic areas by using multiple techniques. The evaluation is
continuous all through the year. This system ensures the assessment of students in the beginning of instructions as well as assessment during the instructional process. Students could be evaluated continually based on their classroom performance, completion of project work, behaviour, teamwork, innovation, regularity etc. Therefore, proportionate weightage should be allotted for non-academic areas too. Teachers can identify the aptitude and interest of students that help the students in making decisions for their future by choosing subjects, courses and careers. The rate of student’s achievement in a particular task against a set criterion after teaching is noted under evaluation.

Each teacher needs to develop a flexible and implementable Continuous and Comprehensive Evaluation (CCE) system for the enhancement of learning which needs to take into account the social environment and the facilities available in the school. RTE provides for Comprehensive and Continuous Evaluation (CCE). CCE implies continuous assessment, rather than no assessment. This means that assessment should be treated as an integral part of teaching and learning. There are no exams, but a student can move to the next level only after attaining proficiency in the previous one. Thus assessment is inbuilt into the teaching learning process, and is recorded for each child at his/her own pace of learning, on an assessment chart.

It is important to identify the unique strengths of the students. The evaluation system needs to be more open, flexible, creative and student-friendly. As children learn differently, they need to be evaluated differently.

There are other CCE techniques (5 more tools) which provide for an appropriate assessment profile for each child, namely (a) Engagement pattern of the child, (b) Observations in general, (c) Observation in classroom during group-work and individual activity (d) Understanding child’s written work on work assigned by the teacher, and (e) an anecdotal record/portfolio assessment. It also involves asking Questions that are direct, open-ended and allow the child to express herself/himself verbally or by alternative communication methods- gesturing, signing, eye contact, pointing, etc.

**Formative and Summative Evaluation**

Formative evaluation is where the students are given tests at small intervals to monitor their progress. This gives the student a feedback on their learning and also provides the teachers feedback on their teaching efficiency. There are individual differences in learning and it is through formative assessments that a teacher comes to know about the pace and quality of learning of a student. Summative assessments are done at the end of a course of instruction. It assesses the overall performance of the learners. It provides a general assessment of the outcomes of learning.

The specific techniques used for carrying out both the types of evaluation could be similar:

- Oral question answers:
- Written exercises;
- Project work / assignments;
- Presentations;
- Exercises through visual manual method;
- solving a puzzle;
- Acting out responses / pointing;
- Close set multiple choice exercise;

Combinations are always better than any single type. It is incorrect to arrive at a decision after using only one method of evaluation. Keeping track of performances by recording information on a monthly or periodical basis and analyzing the information periodically provide important and immediate feedback. This feedback can be used for evaluation. Students’ participation in their evaluation makes it most effective and contributive.

**General CCE Techniques for an Inclusive Classroom**

- Extra time may be provided, as per the needs of the child. Breaks may also be allowed to counter fatigue
- Use of devices to be allowed as per the individual needs of the child e.g. calculators, abacus, Braille, Taylor Frame, communication board, slant boards, pencil/ pen grips etc.
• Use of technology e.g. computers (adapted key board, head indicator may be provided for cerebral palsy children), tape recorders, voice synthesizers to be allowed as per the needs of the child
• Flexibility in evaluation to be given. For example, if the child is learning at a slower pace, s/he may be tested on smaller units of content rather than the whole syllabus at one time
• Assessment procedures may include objective type questions, instead of essay type questions for children with difficulties in language acquisition, questions to be modified e.g. in simple language
• Accommodations are to be provided in the area of response methods. Example, oral responses instead of written (can be taped) or amanuensis to write down answers, which would be given orally or through a communication board
• Instructions and questions to be read out to student when needed
• Suitable posture and seating arrangement to be made by providing adapted chair/table, if required
• The teacher should encourage use of sign language and gestures as a mode of communication.

Inclusive classrooms cannot be the result of the efforts by one teacher. It involves team work, collaborative partnerships and support from community.

**Through this Unit we have learnt:**

- To develop inclusive teaching plans
- To develop inclusive TLM
- About effective classroom management and curriculum transaction
- The importance of CCE.
UNIT 4: Partnering with Parents and SMCs
(to be transacted through lecture, role play, group work, drama, songs, poems)

There is little doubt that parents know their child the best. All teachers have the responsibility to communicate regularly with parents or guardians about their child’s progress in learning and achievement. Parents can help teachers by giving information about the child and suggesting what can be done. Parents organizations have been formed with more structured links with professionals. Experience indicates that they can be trained in the development and evaluation of early childhood programs for their own children and be encouraged to prepare and manage the use of low-cost teaching-learning materials, including locally made toys and written materials in the form of traditional stories, legends, songs and poetry. Teachers can prepare their students to interact with the community as part of the curriculum, and through special activities and events and invite parents and members of the community to be involved in the classroom.

Promoting community involvement is the key to inclusive education. Communities are as much places of learning as schools. An inclusive approach to education recognizes that the community have a real contribution to make to children’s learning and they have the right to be involved in the decision making process. Schools and communities need to understand each other and reinforce each other’s role. Communities may not be aware of the difficulties schools face and to what extent certain children have education related problems that could be solved through increased support from families and communities. A great challenge is to get the families of the most marginalized students involved. It becomes necessary to give them the confidence and self worth.

Experience indicates that communities can help in building awareness and creating positive attitudes towards child rights by conducting sensitization programmes with active participation of stakeholders. Inclusive practice shows that communities have played a crucial role in handling cultural differences, promoting girls education and handling discrimination and stigmatization.

Teachers have to harness support from the parents, community, resource teacher and School Management Committees for effective implementation of inclusive education. With the coming of RTE, there is a shift from incentives based approach to an entitlement based approach. Hence, it is important that all stakeholders are aware of the provisions under the RTE Act.

Parents have to play a key role in the implementation of RTE Act. They have to be made aware of the rights and entitlements available for all children under RTE Act. There can be no inclusion without parental and community support.

Group Activity

Participants to divide into small groups and discuss the challenges faced in availing the entitlements available under the RTE

The parents should:

- Ensure enrollment, regular attendance and retention of their children
- Be in constant touch with the teacher
- Be teacher aides/ volunteers/ care givers
- Participate in the teaching learning process (share their experiences in the classroom, help teacher in developing TLM, etc)
- Ensure that there is no denial of admission to their child on any ground, including non- possession of a disability certificate

Entitlements for children in school

- Books, newspapers and magazines in the library
- Sports equipment and play material
- Textbooks, including large print & Braille books for the visually impaired
- Notebooks & stationery
- Uniform
- Mid-day meal, cooked at premises
- Special training for age-appropriate enrolment
- Aids and appliances
- Transport escort
- Provision of a resource teacher
- Barrier Free Access
• Involve in making Educational Plan / child profile and also monitor that the profiles are made and maintained
• Involve in monitoring the functioning of schools and teachers
• Take constant feedback from the teacher regarding their child’s performance
• Facilitate interaction among all children
• Attend and participate regularly in the SMCs meetings
• Be aware of entitlements for children as per the RTE, including the provisions available for children with special needs through other schemes and programmes
• Ensure development and inclusiveness of school development plans.

**Role of School Management Committees**

As per RTE each school should set up a School Management Committee. 75% of members of SMCs have to be parents or guardians of children enrolled in school and 50% of members have to be women. Parents of children with disabilities and other disadvantaged groups can also be a part of SMCs to make it more inclusive.

The SMCs should

• Ensure enrollment, regular attendance and retention of all children, including CWSN
• Make sure that teaching learning related matters are discussed in the Meetings
• Be involved in identification and child tracking
• Be in constant touch with the school staff, teachers and volunteers
• Ensure that schools are barrier free.
• Ensure that the children receive textbooks on time
• Develop inclusiveness in the School Development Plan

**Group Activity**

Participants to divide into small groups and list ways by which awareness can be created on RTE in various stake-holders. Trainer to encourage the use of strategies like street play, skits, songs, poems, etc

A regular teacher should also constantly meet or be in touch with the other teachers / volunteers to understand and address the specific learning needs of children, including the development of School Development Plan. S/he should also be aware of the facilities and entitlements being provided to children. Similarly, the Panchayati Raj Institutions can also be involved in promoting inclusive education.

**Group Activity**

Participants to divide into small groups and list the resources available in and around the community to effectively implement inclusion.

This module is aimed at sensitizing teachers to understand the key elements involved in the process of implementation of inclusive education. It is the responsibility of the teacher and the community to ensure that all children access education of an equitable quality. This can only be achieved through inclusive education as it is founded on the values of democracy, tolerance and respect for differences.

**Through this Unit we have learnt:**

• How to involve parents in the learning process
• How awareness can be created in a rights based approach
• Use of local resources to promote inclusion
• Role of SMCs.
BEST PRACTICE: ACTIVITIES OF SMCs IN JHARKHAND

Regular Monitoring of School by SMC- A monthly and daily monitoring checklist with guideline provided to SMC for regular monitoring of school. The best SMC is provided award for school monitoring.

Mukhiya Sammelan- To make aware and ensure role of Mukhiya (executive head of Panchayat) in elementary education, a Mukhiya sammelan has been organized in all the districts. All Mukhiyas have built their capacity towards the improvement of the school under the Panchayat.

Sankalp to SMC and Mukhiya- The state government has provided the following five Sankalps to SMC and Mukhiya to enhance attendance and quality education which is as follows-

i. Zero Drop Out
ii. 0% Teacher’s Attendance
iii. 100% student’s Attendance
iv. 0% Student Enrollment in Next Class
v. Proper Utilization of Fund received and Swatchhta Abhiyan

Regular monthly meeting of SMC- To ensure regular monthly meeting of SMC Mukhiya are tagged in this meeting. Every last Saturday of the month, for half day SMC meeting is conducted in the school with the presence of Mukhiya and 2nd half of the day is devoted to Gurugosti where Mukhiya and one member of the SMC also take part in the meeting.

School Monitoring- Mukhiyas of the Panchayat visit school of their respective area to monitor attendance of student and teaches. They also see use of toilets and cleanliness as well as monitor the progress towards child’s entitlements.
ANNEXES
### ANNEX A

**INDICATORS FOR SCHOOLS FOR ALL***

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The school has developed a vision and shares it with people in the community</td>
</tr>
<tr>
<td>2.</td>
<td>The school vision, beliefs, mission and goals are developed in a collaborative manner by including all stakeholder groups</td>
</tr>
<tr>
<td>3.</td>
<td>The school vision emphasises valuing and accommodating differences in children and reflects the idea that the school exists for all students</td>
</tr>
<tr>
<td>4.</td>
<td>The school gives a message of respecting all and celebrating different cultures and communities</td>
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<tr>
<td>5.</td>
<td>The school has a policy of interacting with the parents on how to support their child's learning</td>
</tr>
<tr>
<td>6.</td>
<td>The school strictly discourages any kind of discrimination and violence amongst the students</td>
</tr>
<tr>
<td>7.</td>
<td>The school has a programme or policy to support the children from poor families</td>
</tr>
<tr>
<td>8.</td>
<td>The school welcomes and gives encouraging message to all parents in the neighbourhood to send their children to the school</td>
</tr>
<tr>
<td>9.</td>
<td>The school has developed linkages with the early intervention programmes for identification of needs of CWSN</td>
</tr>
<tr>
<td>10.</td>
<td>The school has developed systems to provide for counselling of the parents</td>
</tr>
<tr>
<td>11.</td>
<td>Teachers, parents, communities and learners in the school believe and share a philosophy of inclusive education</td>
</tr>
<tr>
<td>12.</td>
<td>The school regularly evaluates and reviews its policies with the changing needs related to the child's learning process</td>
</tr>
<tr>
<td>13.</td>
<td>The school ensures adequate sport facilities for all children</td>
</tr>
<tr>
<td>14.</td>
<td>The school has a policy to identify and bring out-of-school children to school</td>
</tr>
<tr>
<td>15.</td>
<td>Acquisition of social skills is also valued along with academic skills in the school</td>
</tr>
<tr>
<td>16.</td>
<td>The school's management committee has a parent of CWSN and of a child belonging to the so disadvantaged groups as a member</td>
</tr>
<tr>
<td>17.</td>
<td>The school makes use of data for improving school planning and management</td>
</tr>
<tr>
<td>18.</td>
<td>The school classrooms have a lot of students who are actively engaged in doing different things</td>
</tr>
<tr>
<td>19.</td>
<td>The school values the participation of all parents irrespective of their background, religion, economic status, etc.</td>
</tr>
<tr>
<td>20.</td>
<td>All students in the school have access to curriculum</td>
</tr>
<tr>
<td>21.</td>
<td>The school policy encourages creation of structures, time and general climate to enable the teachers work together for promoting innovation</td>
</tr>
<tr>
<td>22.</td>
<td>The school gives admission to all children in the neighbourhood without following any strict admission procedures</td>
</tr>
<tr>
<td>23.</td>
<td>The school has a policy of reducing class size, especially of classes where CWSN are placed</td>
</tr>
<tr>
<td>24.</td>
<td>The school is considered to be a safe place by parents for their children</td>
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</tbody>
</table>

**INDICATORS FOR TEACHERS IN INCLUSIVE SCHOOLS***

<table>
<thead>
<tr>
<th>S. No</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers understand the concept of inclusive education and try to change the system to accommodate the diversity in the classroom</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers accept the inclusion of all children in their classrooms as a matter of their right and give equal opportunities to participate</td>
</tr>
</tbody>
</table>
| 3.    | Teachers encourage positive interactions amongst students and discourage any kind of
discrimination in the class room

4. While teaching, teachers take into account the unique characteristics, interests, abilities and learning needs of each child

5. Teachers recognise and accept their role in child's success or failure

6. Teachers try to address the diverse needs of children in the classrooms and do not use labels like blind, deaf, etc.

7. Teachers encourage the parents of out-of-school children to send their children to the school where they teach

8. Teachers show respect and appreciation for children’s ideas and approaches

9. Teachers value and respect all kinds of skills that students bring to a class, not just the academic skills

10. Teachers assign tasks to each child turn by turn and not to a specific group of children

11. Teachers engage in free and open dialogue with each other and with children

12. Teachers are accessible/approachable to all the students and not to a specific few

13. Teachers have high expectations from all students academically and also behaviourally and this is reflected in their teaching practices

14. Teachers believe that no child is inferior

15. Teachers welcome children with special needs (CWSN) in their classrooms without considering them as a burden and also make the other children understand their strength and special needs

16. Teachers give equal opportunity to children for participation in classroom by differentiating curriculum and activities

17. Teachers develop their skills by viewing each child in the class as an opportunity to learn rather than a problem to be coped with

18. Teachers feel responsible for all children in the class and do not neglect some children

19. Teachers understand the particular problems related to security, safety, lack of privacy and domestic work faced by girls

20. Teachers practice collaborative planning and teaching for implementing inclusive education effectively

21. Teachers share their experiences/expertise with other teachers to enhance teaching-learning in the classrooms

22. Teachers show curiosity to learn from other teachers’ experiences with diverse group of learners

23. Teachers communicate regularly with family/parents to learn more about their child and to share his/her progress

24. Teachers encourage parents to participate in decisions regarding their children

25. Teachers treat information shared by the parents regarding their child with the maximum degree of confidentiality

26. Teachers encourage students to support each other for studies and other activities

27. Teachers make effort to develop positive relationships with the children

28. Teachers collaborate with other teachers in identifying the talents and needs of students

*Adapted from Index on Inclusive Education developed by NCERT
<table>
<thead>
<tr>
<th>S. No</th>
<th>Title of the Site</th>
<th>About the Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><a href="http://www.uni.edu/coe/inclusion/index.html">http://www.uni.edu/coe/inclusion/index.html</a></td>
<td>Philosophy, teacher competencies, teacher competencies, decision making and preparing for inclusion</td>
</tr>
<tr>
<td>3.</td>
<td><a href="http://www.faiseinuk.com/">http://www.faiseinuk.com/</a></td>
<td>Provides tips to facilitate IE at the Secondary level</td>
</tr>
<tr>
<td>4.</td>
<td><a href="http://www.as.wvu.edu/~scidis/">http://www.as.wvu.edu/~scidis/</a></td>
<td>Explains instructional strategies for teaching science to students with disabilities</td>
</tr>
<tr>
<td>6.</td>
<td><a href="http://circleofinclusion.org/">http://circleofinclusion.org/</a></td>
<td>The Circle of Inclusion Web Site is for early childhood service providers and families of young children. This web site offers demonstrations of and information about the effective practices of inclusive educational programs for children from birth through age eight</td>
</tr>
<tr>
<td>7.</td>
<td><a href="http://www.enablinginclusion.org/">http://www.enablinginclusion.org/</a></td>
<td>Gives ideas to promote the concept of Inclusive Education with a special focus on the Asian perspective.</td>
</tr>
<tr>
<td>8.</td>
<td><a href="http://www.bobsedulinks.com/inclusive.htm">http://www.bobsedulinks.com/inclusive.htm</a></td>
<td>This site covers different kinds of information on ADHD, assistive technology, autism, hearing impairment and details out various resources for inclusion</td>
</tr>
<tr>
<td>9.</td>
<td><a href="http://www.inclusion.com/">http://www.inclusion.com/</a></td>
<td>Site provides information about inclusion and provides links to sites concerning inclusion and school psychology</td>
</tr>
<tr>
<td>11.</td>
<td><a href="http://www.geocities.com/Heartland/6600/">http://www.geocities.com/Heartland/6600/</a></td>
<td>Dedicated to the purpose of gathering information on inclusive education and providing a forum for interested parties to network and educate themselves</td>
</tr>
<tr>
<td>12.</td>
<td><a href="http://www.ed.wright.edu/~prenick/">http://www.ed.wright.edu/~prenick/</a></td>
<td>Features research concerning inclusive education with scholarly contributions from faculty and graduate students</td>
</tr>
<tr>
<td>16.</td>
<td><a href="http://www.europeanagency.org/IECP/IECP_intro.htm">http://www.europeanagency.org/IECP/IECP_intro.htm</a></td>
<td>This site presents the findings of the Classroom and School Practice project. The project is focused on revealing, analysing, describing and disseminating apparently successful classroom practices in inclusive settings. The project is mainly focused on primary education; however, an extension to the secondary sector is now being conducted and findings from this part of the project will be made available here in the near future.</td>
</tr>
<tr>
<td>17.</td>
<td><a href="http://www.familyadvocacy.com/kit03.htm">http://www.familyadvocacy.com/kit03.htm</a></td>
<td>This important information about inclusive education for all students will be of value to families, educators, school communities, teachers and other professional trainers, community workers and policy makers. It explains the values and beliefs on which an inclusive education is based, importance of diversity, effects of labelling, importance of belonging and friendships as outcomes of education. It gives examples of policies based on inclusion and it raises questions and alternatives about educational practices</td>
</tr>
<tr>
<td>18.</td>
<td><a href="http://www.cacl.ca/index.cfm?PID=220&amp;LNG=E">http://www.cacl.ca/index.cfm?PID=220&amp;LNG=E</a></td>
<td>The main aim of this site is to raise public awareness by developing strategies to convey the importance and benefits of inclusive education.</td>
</tr>
<tr>
<td>19.</td>
<td><a href="http://www.unescap.org/decade/question1.htm">www.unescap.org/decade/question1.htm</a></td>
<td>Website on education for children and youth with disabilities</td>
</tr>
<tr>
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<td>20.</td>
<td><a href="http://www.accesstoplay.com">www.accesstoplay.com</a></td>
<td>Website to promote and develop inclusion for disabled children and young people</td>
</tr>
<tr>
<td>21.</td>
<td><a href="http://www.fcsn.org">www.fcsn.org</a></td>
<td>This web site is for families of children with special needs to keep them informed of their rights in the areas of education, health care, and many other areas</td>
</tr>
<tr>
<td>22.</td>
<td><a href="http://www.specialchildren.about.com">www.specialchildren.about.com</a></td>
<td>A tremendous resource for families, caregivers, and teachers who work with special needs children.</td>
</tr>
<tr>
<td>23.</td>
<td><a href="http://www.childrenwithspecialneeds.com/index.html">www.childrenwithspecialneeds.com/index.html</a></td>
<td>A resource guide on children with special needs</td>
</tr>
<tr>
<td>24.</td>
<td><a href="http://www.edbydesign.com/specneedsres">www.edbydesign.com/specneedsres</a></td>
<td>Inspirational ideas and information for teachers, therapists and parents to encourage children with intellectual disabilities to reach their full potential.</td>
</tr>
<tr>
<td>25.</td>
<td><a href="http://www.nichcy.org/index.html">www.nichcy.org/index.html</a></td>
<td>National information center for children and youth with disabilities</td>
</tr>
<tr>
<td>26.</td>
<td><a href="http://www.dfes.gov.uk/sen">www.dfes.gov.uk/sen</a></td>
<td>A wide range of advice and materials for teachers, parents and others interested in or working with children with special educational needs.</td>
</tr>
<tr>
<td>27.</td>
<td><a href="http://www.education-world.com/special_ed">www.education-world.com/special_ed</a></td>
<td>Here, you will find information and tools, from Education World and other valuable sources, chosen specifically for the special education community</td>
</tr>
<tr>
<td>29.</td>
<td>curry.edschool.virginia.edu/go/specialed/</td>
<td>Information about special education and disabilities</td>
</tr>
</tbody>
</table>
Annex- C

SUGGESTED LIST OF TEACHING LEARNING MATERIAL

- Text- books, talking books, story books and other reading material
- Abacus
- Various kinds of tactile and embossed materials - globes, charts, models, diagrams, etc including tactile and audible maps
- Tactile geometry kit, geometry devices
- Talking devices, Brailler,
- Adapted recreation and leisure materials (audio balls, playing cards, chess, etc)
- Provision for felt pen and ruled notebooks
- Low-vision writing frame
- Illuminated writing device
- Audi Cassettes of lessons
- Visual aids - Pictorial TLMs, flash cards and story cards
- Language acquisition and reading softwares, etc
- Workbooks
- Concrete material, flash cards, pictorial illustrations for concept learning
- Montessori TLMs
- Weighted cuffs, weighted/vibrating pencils/pens
- White boards and white board markers
- Adapted furniture
- Reading board
- Communication board
Three types of school

Don’t come to me, I am not for you.  
Come, but you change, I won’t.  
Welcome! I change to respond to you all.

Which one is an inclusive school?  
Think...and, we meet again,  
May be in your inclusive school!