

Inclusive Education
A Position Paper

Karnataka D.Ed Curriculum Framework
2012

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1.Executive Summary

This position paper is to look into the concept, scope and need of inclusive education as an equity issue at the primary education level, the discussion would centre round the needs of the disadvantaged due to socio cultural, socio economic issues, gender and the disabled groups as per the legal frame work. The paper also proposes steps to be taken in the light of curricular reforms for teacher training and thus looking at inclusive education as an approach to improve the quality of education by bringing about systemic reforms in teacher training program

The impact of policies and laws has changed the scenario of education sector significantly. Children from diverse socio economic and cultural back grounds besides children with disabilities are now in regular schools. A typical classroom of a school now will have children from diverse cultures, socio economic background, and different abilities and with human diversities, the classrooms are not a homogeneous group anymore. The changes should guide our thinking on teacher education so that teachers understand the social, cultural and regional background in which learners grow besides accepting the human diversity. *One of the concerns in teacher training is making education liberal, humanistic and responsive to the demands of inclusive education (NCFTE 2009)*

Current Concerns, Issues and Needs

- Many of the studies shows that these categories of children have low scholastic achievements besides high drop out The inputs provided are not enough to achieve the learning out comes and in respect to quality education of these groups..
- Equitable education as per their needs is a critical issue which has not been dealt with adequately through the education system
- Need for drastic curricular reforms in teacher training to equip the teachers to understand the socio cultural context of the child .
- Lack of understanding of the child and its social context creates barrier in the learning process which is eventually reflected in the learning out comes such issues are not incorporated in the curriculum. The back ground and the ecological conditions of the learners do not have much space in the curriculum of teachers which is an important component to understand the diverse needs of this group.
- As the curriculum is a prescriptive one there is not much scope for the teachers to engage with the curriculum to make it appropriate for children within the needs and the region. There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.

- The teacher training in the field have been fragmented and IE component has been more as an add on component in all the training programs.
- IE in the Indian scenario is basically for children with disabilities, it has yet to take into consideration children from SC/ST/ working children, gifted and gender

Inclusive Education - Education through Inclusion Lens

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. The Act provides with the legal definition of the disadvantaged besides child which includes SC/ST socially educationally backward or any such group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factor or as specified by the state and children with disabilities (as per pwd act 1995). It is one of the first legislations where the responsibility is with the government for the education of children. The RTE 2009 has mandated entry of diverse learners in the existing classrooms. Diversity needs to be seen as an enrichment rather than a challenge in the learning process. This calls for appropriate modification in conventional curriculum models. Within the context of facilitating entry and retention of diverse needs flexible approaches become necessary. This refers to introducing creative strategies to introduce inclusive learning environments along with systemic changes in teacher preparation.

The existing changes in the field of education calls for systemic reforms of school education. There is a need to develop the education system which can see through an inclusion lens, where the focus should be on developing a system which will be sensitive and responsive to all learners keeping in view their diverse backgrounds and overcoming the barriers which hinder education for all.

Inclusive Education is education for all - where the education system is responsible to provide equitable learning opportunities by making the education system accessible and responsive to all children which includes disadvantaged children who are SC/ST, minority, children with disabilities (RTE, PWD Act & NT Act) gifted, gender, urban deprived and also ensure their entitlements to achieve their learning outcomes.

NCERT has laid down a road map for teacher education besides NCF 2005 also emphasizes on inclusive learning therefore in the light of the above DEd syllabus needs to be revised from the perspective of inclusive education and diverse needs which shall be through pervasive and permeated approach. It needs to be interwoven in all the modules from aims of education, pedagogy, structural reforms, subject issues, teaching and learning practice .

Recommendations for IE in DEd syllabus .

- To develop sensitivity among student teachers towards learner diversity
- To develop competency and skill among student teacher to develop inclusive practices at school level.
- Holistic view of education, as interpreted in National Curriculum Framework 2005 Principles of inclusion be permeated across teacher education curriculum.
- Curriculum should lead to identification and creativity, need to incorporate all creative arts, crafts and oral expression, especially those rooted in the social back ground of the learners
- Build on students' diversity as an educational resource by positively using different characteristics, backgrounds, knowledge, prior experiences, and skills of all children, including children from disadvantaged and disabled
- Teaching in the classroom must facilitate collaborative learning by using appropriate techniques like- peer tutoring, group learning, multiple intelligence etc
- Teachers need to be familiarised with the existing Exemptions/concessions /entailments in the state for children with special needs
- Medium of instruction should support child's everyday/ functional language
- The learning process (Knowledge Construction) of children with diverse needs may require materials (TLMs) and assistive devices
- Teachers need to be more flexible and creative in building knowledge in all children, including children with diversities and not ridicule anyone for lack of prior experiences
- While planning school and class room experiences, the teachers must take into account diverse learning needs of children
- Developing a gender perspective through teacher education necessarily requires a pedagogic approach that allows not just systematic study of gender theory but also an engagement within their own position in society vis-a-vis
- Use of all available educational / assistive technologies/ICT to ensure equal participation of and effective learning in all children specifically for children with disabilities
- Include locally available conditions/ opportunities/ situations to develop pre-vocational and vocational competencies
- Integrate work pedagogy in education and include broad-based work experiences taking care of the needs of all children.
- Developing value education through inclusion where everyone is valued and respected and given space to learn and develop.
- To identify and effectively address gender inequalities and gender biases in general conduct, teaching methods, classroom management practices, assessment techniques and teacher-pupil relations; and

2. Introduction

Education is an instrument for the development of a child where teachers are the key players in making learning joyful and meaningful to all children. The impact of policies and laws has changed the scenario of education sector significantly. Children from diverse socio economic and cultural back grounds besides children with disabilities are now in regular schools. **A typical classroom of a school now will have children from diverse cultures, socio economic background, and different abilities and with human diversities**, therefore the classrooms are not a homogeneous group anymore. Diversity is an inherent part of human being and that of the society, which needs to be recognized and accepted to realize the goal of education for all. The need of the hour is to build a robust education system which can meet the challenge of diversity which is a unique feature of our democratic society. Teachers play a crucial role to develop future citizens of the country. It is essential to take a note of the global and national changes besides the existing situation prevalent while developing future teachers. The changes should guide our thinking on teacher education so that teachers understand the social, cultural and regional background in which learners grow besides accepting the human diversity. *One of the concerns in teacher training is making education liberal, humanistic and responsive to the demands of inclusive education (NCFTE 2009)*

We are entering into 12th Five year Plan period on the strength of what was visualized and achieved during the 11th FY plan period (2007-2012). The 11th five year plan of Karnataka, in line with national FY plan, has envisaged the vision¹ as ‘enhancing human potential at all levels, through realization of the outcomes of faster growth and inclusive development’. The human centered perspective of development encompasses enhancing of capabilities and functioning of human beings to enable them to lead a healthy, educated and cultured life, in harmony with the community and the environment, with dignity and self respect. It implies that the benefits of growth and progress should ensure improvement in the quality of life of *all*, especially the poor and disadvantaged sections, including SC/ST, OBC, minorities and women citizens. Accomplishment of macro level policy and plans depends on its implementation at the micro level, effective implementation and outcome of the 11th five year plan – ‘Achieving inclusive growth’ would largely depend on how we build the capacity of the teachers to realize this goal, by taking up the challenge to meet the diverse needs of the children with the vision of recognizing them as child first and providing them with equal opportunities and enabling them to become future citizens of the nation

¹ In doing so it endorsed the approach to ‘faster, more broad based and inclusive growth’ in India’s 11th five year plan.

2. Scope

Since this position paper is to look into the concept, scope and need of inclusive education as an equity issue at the primary education level, the discussion would centre round the needs of the disadvantaged due to socio cultural, socio economic issues, gender and the disabled groups as per the legal frame work.

The paper also proposes steps to be taken in the light of curricular reforms for teacher training and thus looking at inclusive education as an approach to improve the quality of education by bringing about systemic reforms in teacher training program.

4.Current Concerns, challenges and Need across socio – cultural and economically disadvantaged, gender, disabled groups and the gifted and talented

4.1 Gender and Gender Development Indicators

Gender is all pervasive and cuts across all social groups. Gender includes both women and men as also girls and boys. The participation of both genders is essential for achieving growth. GDP is used as a standard measure to measure economic growth, across the countries, and other geographical units. According to SRI- SSA 2010 A gender-wise analysis of out of children revealed that a higher proportion of girls were out of school as compared to boys. However, the proportion out of school girl child among the age group 6-13 years decreased in current round of study (4.71%) as compared to 2005 survey (7.92%). Decline in the percentage of out of school female children could be attributed to the several initiatives for girls' education such as NPEGL and KGBV programs under SSA. The proportion of the out of school male child has decreased from 6.18% to 3.92% . During the last few decades the state has taken appreciable steps toward improvement of education. However several challenges remain. While regional, urban-rural, gender gaps are decreasing, they are still unacceptably large and need to be addressed quickly. Although gender disparities are reducing with respect to literacy, there is still a considerable gap between males and females. While the literacy rate for men in 2001 was 76.1, it was much lower for women at 56.9. Also while 66% of students are able to pass the X examination, the proportion is much lower; at less than 50% for SC/ST students¹²⁷. Though programs such as Meena, NPEGL and KGBV has been initiated there is a need to look into gender issue in the changed scenario.

Gender Equality and Teacher Education Curriculum

‘Gender equality’ is ensuring a fair and equitable treatment of all girls and boys, women and men in the education system². Gender equality focuses on three aspects: equality of access,

² Source: UNESCO (2003). *Gender and Education for All: The Leap to Equality*. Paris: UNESCO

equality of opportunity and equality of outcomes. Girls continue to comprise the majority of out-of-school children and women the majority of adult illiterates³

The way children learn in the classroom can influence their classroom participation, educational achievement and learning outcomes. The teacher may reinforce traditional beliefs and/or replicate traditionally engendered roles. This inadvertently affects the teacher-pupil and pupil-pupil classroom interactions. This issue can be addressed by increasing the awareness of the pupil-teacher. The teacher education curriculum must include creating awareness on gender equality including that of transgender, articulated expectations for pupil-teachers with regard to values, attitudes and behaviours they should transmit, guidance to use educational material that promotes gender equality, analysis of teaching practices to identify inequalities and evolve strategies to promote equality.

Specific concerns

- i. As a result of lack of comprehensive understanding of gender and related issues, it is still being addressed as a special area of focus rather than being all pervasive.
- ii. The low expectations of the teachers regarding the intellectual abilities of girls and the girl students themselves leads to low level of feedback. Girl students are seen as passive.
- iii. Making the schools 'gender-friendly' means challenging the culture of authority, hierarchy and social control in many schools. The use of physical space in the schools also marginalizes girls. Girls and women have less access to use of national or 'prestige' language.
- iv. Pupil teachers must be encouraged to challenge narrow-minded concepts, prejudices and envision an expanded and divergent future.
- v. Transgender is an issue, where awareness is required in the society to recognize them and provide them with opportunities to lead a dignified life.

There is a need to create awareness of gender and to view it as democracy;

- i. to identify and effectively address gender inequalities and gender biases in general conduct, teaching methods, classroom management practices, assessment techniques and teacher-pupil relations; and
- ii. to identify and effectively address gender inequalities and biases in school policies, school culture, school safety, management practices, resource allocations, hiring and performance appraisal systems, as well as relations between male and female staff and students.

³ Census of India 2011 (provisional figures).

4.2. Children with disabilities (cwsn)

Disability is one such issue which can affect any age group whether it is a child or adult, any gender or children belonging to cross section of socio economic background. Disability is also the cause and effect of poverty where due to poverty disability occurs and disability also affects the family economically. NSSO 2002 survey provides for the age group of 5 and above disabled population, 56% are illiterate. There are 25% illiterates at primary level and 82% at secondary level. The situation is most serious in rural area where 90% of disabled population in secondary level are illiterate. According to 2010 national survey of SRI conducted by SSA reveals that the percentage of disabled out of school children (34.12%) was much higher than the percentage of all children aged 6-13 years who were out of school (4.28%). Among the disabled children, more than half of the children (58.57%) suffering from multiple disabilities were out of school while 48.03% of the children suffering from mental disability were out of school. The lowest percentage of out of school children among the CWSN was of those suffering from hearing impairment (20.43%) or orthopedic disability (24.68%). According to 2011-12, survey conducted under SSA Karnataka 1.62% of total child population in the age group of 6-14 years are CWDs which is lower than the national prevalence under SSA of 2%. The highest number of children identified in various Districts in descending order are 9709 – Belgaum, 6555 – B'lore Urban, 6420 – Bijapur, 6435 – Bagalkot, 6418 – Bidar, etc.

Special needs in Regular schools in Karnataka have a long history of mainstreaming children with disabilities with Resource teachers support through IEDC scheme (centrally sponsored scheme) and a number of projects of GOI and UN agencies like DPEP, Janashala, Support A Child have been pilot tested here and have provided opportunities for major learning.

Key challenges

- Education of children with disabilities (cwsn) under two ministries and two departments at national and state level which makes education which is a challenge for providing meaningful education.
- Special education and medical model of providing education is still prevalent for this category of children.
- Special schools need to redefine their role as resource centers and provide resource support to regular schools in meeting the diverse needs of CWDs in the classrooms. By doing this they can support large group of children within general education system and easy to mainstream them in the society
- Despite efforts from the Govt. & NGOs, only 2-3% of the total population of CWDs is in regular schools and regular teachers do not own the responsibility of these learners as neither they equipped nor they have attitude to meet their educational needs.

- At present the pre-service teachers training programs are not addressing the issue of inclusive education in their syllabus and hence student teachers are not equipped with knowledge, skills & attitude required for facilitating in inclusive classrooms.
- The teacher training institutes are not equipped to include IE due to lack of training, resources, and appropriate curriculum.
- The issue is how best one can teach these various groups of children keeping in view their needs as there are no readymade. Careful monitoring of the child's learning and the encouragement of a broad range of learning strategies remain important characteristics of effective teaching for all children

4.3.Schedule Castes / Scheduled tribes

Though India is a diverse society in terms of caste, ethnicity, language and culture efforts are on to achieve unity. Despite such efforts discrimination on grounds of 'caste' remains a major concern. According to SRI – SSA survey 2010 Caste wise analysis of out of school children reveal that categories like SC children (5.96%), ST children (5.60%) and OBC + Others children (2.67%). In Karnataka, a higher percentage of SC children were out of school than the Muslim out of school children. Compared to other children the learning outcome of the SC has been significantly low. The inputs that the government provides to target the SC community in schools, while improving enrolment, have not been enough with adequate learning outcomes for students. (KSQA 2006 Performance Reports Mythili)

Concerns

- There should be no caste based discrimination in schools
- The students belong to SC community must be guided properly in case of any wrong doing
- Leadership must be given even to SC students in the school activities
- The children must never be grouped on the basis of caste
- Children of ST category have a rich cultural heritage which needs to be acknowledged, respected and opportunities to be provided for development.
- Language is of the major issues of tribal children which needs appropriate supportive measures.

4.4 Urban Deprived

The 11th plan has identified urban deprived children as street & working children, domestic girl child, children of construction sites & migrated children etc who are the most vulnerable children due to the poor socio economic back grounds and lack of adequate social support systems as most of them are migrants and the children are vulnerable to exploitation and abuse in an urban set up. The 11th plan provides with due consideration for coverage & bringing the urban deprived children into the mainstreaming through special strategies. According to SRI – SSA survey 2010 more than 10% of the urban children in the age group 6-13 years were living in slum areas and 3.74% of the children in the age group 6-13 years living in slum area were

out of school. 35.53% of the total children in the age group 6-13 years were living in below poverty line families (henceforth called BPL) and 5.03% of the children in the age group 6-13 years living in BPL families were out of school.

RTE assures the right to education for all children with emphasis on the disadvantaged groups including this category therefore it becomes extremely important to provide with equal opportunities and creating condition for accessing education based on their needs and future development. Apart from children requiring special protection and care, there are also large segments of children who need to be supported and brought under the purview of education these include difficult to reach children of the urban areas who are regularly denied opportunities for leading healthy & creative lives. The state has various programs under SSA which are mainly bridge course and for enrolling children to mainstream schools such as Chinnara Angara ,tent schools, mobile schools etc.

4.5 Gifted and Talented

Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Such children could be in any socioeconomic group, gender even amongst children with disabilities.

Every classroom also represents a wide array of talents. High-ability adolescents may differ from fellow classmates in cognitive skills, interests, modes of learning, and motivation. As a result, certain aspects of their educational needs may also differ in some important ways from those of other adolescents. Attending to those needs requires informed understanding and attention to both equity and excellence in all facets of schooling. Hence it is critical that the pupil teachers develop increasing awareness of and skill necessary to address the complete range of learner needs. This also includes the needs of those who already demonstrate advanced academic abilities and those who have the potential to work at advanced levels.

The State has a commitment to develop schools and classrooms in which both equity⁴ and excellence⁵ are persistent goals for each learner be it a student or student teacher. The Curriculum for gifted children is specifically designed to creatively challenge academically advanced learners and provides experiences that require critical thinking, problem solving, independent study skills, communication and persistence in facing challenges. It helps the gifted students to develop their unique abilities, maintain their passion for learning, and have the opportunity to contribute to the vitality of our schools, districts and community.

⁴ Equity refers to the opportunity of every learner to have supported access to the highest possible quality education.

⁵ Excellence refers to the need of every learner for opportunities and adult support necessary to maximize his or her learning potential.

Teachers with training in gifted education are more likely to foster high-level thinking, allow for greater student expression, consider individual variance in their teaching, and understand how to provide high-end challenge. Unfortunately, the teachers' training programme geared towards equity has paid no attention to this minuscule but potential population, who can perhaps make a big contribution to the development of this country. The need to include gifted education as part of the curriculum will be appropriate and timely making Karnataka a leader in the field of education.

5. Summing up the issues and inequalities that emerge from the various social and disabled groups could be summarized as

- The inputs provided are not enough to achieve the learning outcomes and in respect to quality education of these groups. Many of the studies shows that these categories of children have low scholastic achievements besides high drop out.
- Equitable education as per their needs is a critical issue which has not been dealt with adequately through the education system
- Need for drastic curricular reforms in teacher training to equip the teachers to understand the socio cultural context of the child .
- Cross cutting issues such as self esteem, negative attitudes scholastic achievements across social – cultural and disabled groups has not critically identified to equip the teachers to meet the diverse needs.
- Lack of understanding of the child and its social context creates barrier in the learning process which is eventually reflected in the learning outcomes such issues are not incorporated in the curriculum. The background and the ecological conditions of the learners do not have much space in the curriculum of teachers which is an important component to understand the diverse needs of this group.
- As the curriculum is a prescriptive one there is not much scope for the teachers to engage with the curriculum to make it appropriate for children within the needs and the region. There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.
- The global and national changes does not have much mention in the existing DED curriculum.
- The teacher training in the field have been fragmented and IE component has been more as an add on component in all the training programs.
- IE in the Indian scenario is basically for children with disabilities, it has yet to take into consideration children from SC/ST/ working children, gifted and gender

- In many contexts, the way education provision is arranged contributes to labeling and discrimination despite good intentions. The parallel systems of education has prevailed in our country specially in the context of disabilities through special schools and for tribals through ashram shalas etc which needs to be re conceptualized in the light of inclusive education.
- According to SRI-IMRB – SSA data 2010 for 6-13 years nearly who comprised 4.28% are out of school in this age group. The survey clearly brought out the urban-rural dichotomy where the percentage of out-of-school in rural areas is 4.53% and in urban areas is 3.18%. Percentages of out-of-school boys and girls in the age group 6-10 years were 3.40%. Among the different social groups, the estimated percentage of out-of-school children is 7.67% for Muslims, 5.60% for STs, 5.96% for SCs, 2.67% for OBC and Others 4.04% respectively. For the age group 11-13 years, the percentage of out-of-school children was relatively higher among girls (5.79%) than boys (4.77%). Of the total physically or mentally challenged children, 988,359 (34.12%) were out-of-school. Analysis by types of disability showed that 58.57% children with multiple disabilities are out-of-school followed by those with mental disability (48.03%) and speech disability (36.96%). Among those with visual disability 29.7% were out-of-school.

6. Policies that Impact Inclusion

The history of inclusion can be traced back to The Education Commission Report (1964-66) recommended placement of the disabled child, 'as far as possible' in ordinary schools which was endorsed in 1986 /90 National Policy on Education and POA. The flagship projects such as DPEP / Janshala and now SSA has focused in developing quality education for all keeping in view the disadvantaged, disabled and gender. UNCRPD (ratified by India) has adopted an inclusive education approach for children with disabilities. With the land mark RTE Act inclusive education is not limited to children with disabilities the act has made education as fundamental right for all children with emphasis on the the disadvantaged group which includes children with disabilities. NCFTE 2009 has stated that inclusive education should address to the needs of children with disabilities and also children who are socially and economically deprived backgrounds Scheduled Castes (SCs),scheduled Tribes (STs), minority and other communities, girls and children with diverse learning needs. The frame work has highlighted the need for systemic reforms in the field of teacher education keeping in view the prevalent conditions and the impact of various policies and laws. The frame also provides with a road map for the future training program keeping in view the nations commitment for education of all (EFA).

The MDGs 2000 at the global level and the RTE Act 2009 with in India has given legally enforceable mandate for universalization of elementary education (UEE). The UEE initiatives, introduced from time to time during the past six decades, have improved enrolment and the indicators on access and retention (reduction of dropout rates) have shown remarkable improvements, yet the gap remains a critical concern.

7. Significance Of The Theme

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. The Act provides with the legal definition of the disadvantaged besides child which includes SC/ST socially educationally back ward or any such group having disadvantage owing to social, cultural, economical. geographical, linguistic, gender or such other factor or as specified by the state and children with disabilities(as per pwd act 1995 and National Trust Act 1999).It is one of the first legislations where the responsibility is with the government for the education of children. The RTE 2009 has mandated entry of diverse learners in the existing classrooms.

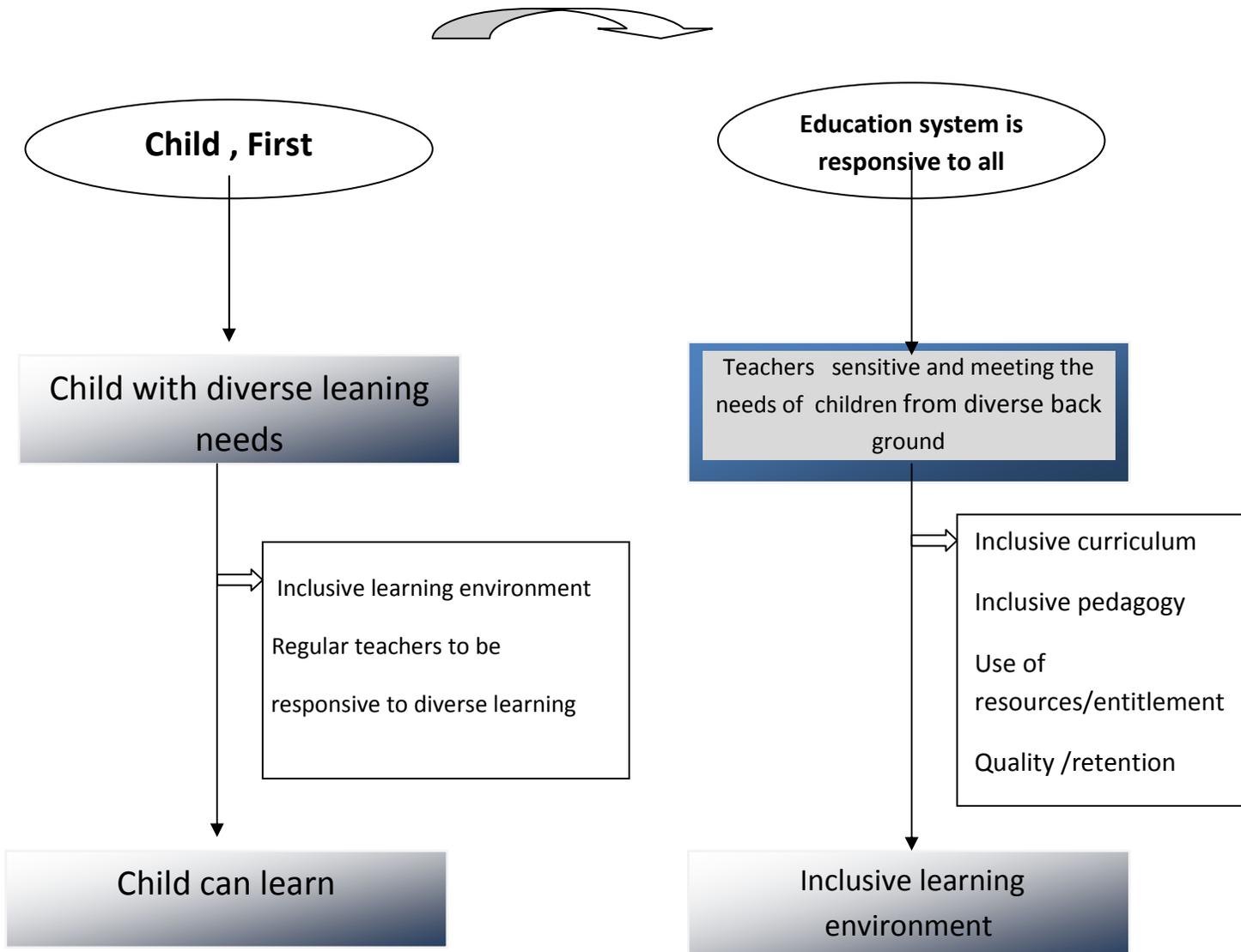
According to NCFTE 2009 Inclusive education refers to a philosophical position as well as an arrangement of institutional facilities and processes. This is to ensure access to and conditions of success in education for everybody, including those in the margins, either with learning difficulties because of physical or mental disabilities or because of their social position. The aim is to create an integrated (inclusive) school setting, providing equal opportunities to children with special abilities, varied social backgrounds and diverse learning needs.

Functional Definition of Inclusive Education

Education system shall provide equal learning opportunities by making the education system accessible and responsive to all children which includes disadvantaged children who are SC/ST, minority, children disabilities(RTE/PWD act and national trust Act , gifted , gender, urban deprived and also ensure their entitlements to achieve the learning out comes.

8. Education through Inclusion Lens

The existing changes in the field of education calls for systemic reforms of school education. There is a need to develop the education system which can see through an inclusion lens, where the focus should be on developing a system which will be sensitive and responsive to all learners keeping in view their diverse back grounds and overcoming the barriers which hinder education for all.



Diversity needs to be seen as an enrichment rather than a challenge in the learning process. This calls for appropriate modification in conventional curriculum models. Within the context of facilitating entry and retention of diverse needs flexible approaches become necessary. This refers to introducing creative strategies to introduce inclusive learning environments along with systemic changes in teacher preparation. NCF 2005 also emphasizes on the curriculum which is inclusive and where the teacher is a facilitator of children's learning in a manner that helps children to construct knowledge and meaning

9. Vision of Teacher Education in the context of inclusive education

According to NCTE the teacher education concepts revolve around 'learning society', 'learning to learn' and '*inclusive education*'. The significance to inclusive education in the frame work reflects on the tremendous need for systemic reforms in this sector keeping in mind the following for developing future teachers :-

- Teacher education is *integrative* and *eclectic*
- To make teacher education *liberal, humanistic* and responsive to the demands of *inclusive education*
- Recognition of *social context* as a source for rejuvenating teaching and learning.
- *Multi-cultural education* and *teaching for diversity*
- Acknowledge the existence of a *diversity of learning spaces and curriculum sites* (farm, workplace, home, community and media), apart from the classroom.
- To appreciate the diversity of learning styles that children exhibit and learning contexts in which teachers have to function – oversized classrooms, language, ethnic and social diversities, children suffering disadvantages of different kinds
- *Classroom as a social context*, as it provides a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives on a given issue.

NCFTC has laid down a road map for teacher education besides NCF 2005 also emphasizes on inclusive learning therefore in the light of the above DEd syllabus needs to be revised from the perspective of inclusive education and diverse needs which shall be through pervasive and permeated approach .It needs to be interwoven in all the modules from aims of education, pedagogy, structural reforms, subject issues, teaching and learning practice .

10. Objectives

- To develop sensitivity among student teachers towards learner diversity
- To develop competency and skill among student teacher to develop inclusive practices at school level.
- Principles of inclusion be permeated across teacher education curriculum strating from Introduction to education and various subjects papers to develop a comprehensive understanding by student teachers.

11. Broad Contents proposed for incorporating in various papers

- Developing sensitivity towards diverse learners from varied socio cultural and human diversities and understanding the *class room* from the social context.
- An approach rooted in critical thinking approaches to the theory of diversity
- Curriculum should lead to identification and creativity, need to incorporate all creative arts, crafts and oral expression, especially those rooted in the social back ground of the learners
- Build on students' diversity as an educational resource by positively using different characteristics, backgrounds, knowledge, prior experiences, and skills of all children, including children from disadvantaged and disabled
- Teaching in the classroom must facilitate collaborative learning by using appropriate techniques like- peer tutoring, group learning, multiple intelligence etc
- Teachers need to be familiarised with the existing Exemptions/concessions /entitlements in the state for children with special needs
- Medium of instruction should support child's everyday/ functional language
- The learning process (Knowledge Construction) of children with diverse needs may require materials (TLMs) and assistive devices
- Teachers need to be more flexible and creative in building knowledge in all children, including children with diversities and not ridicule anyone for lack of prior experiences
- While planning school and class room experiences, the teachers must take into account diverse learning needs of children
- Developing a gender perspective through teacher education necessarily requires a pedagogic approach that allows not just systematic study of gender theory but also an engagement within their own position in society vis-a-vis
- Use of all available educational / assistive technologies/ICT to ensure equal participation of and effective learning in all children specifically for children with disabilities
- Include locally available conditions/ opportunities/ situations to develop pre-vocational and vocational competencies
- Integrate work pedagogy in education and include broad-based work experiences taking care of the needs of all children.
- Ensure participation of children with diverse needs in non cognitive areas also
- Developing value education through inclusion where everyone is valued and respected and given space to learn and develop.
- To identify and effectively address gender inequalities and gender biases in general conduct, teaching methods, classroom management practices, assessment techniques and teacher-pupil relations; and
- To build teachers' abilities to make linkages between theory and real life situations

12. Preparation for Teacher Training

- There is a need to develop adequate resource materials for the student teacher to equip them with necessary knowledge and skills in this concept.
- The teacher education program can be effective when the teacher educators are competent to equip the adult learners for the job. With systemic reforms in the training it becomes essential to develop professional competence among teacher educators for this job.
- Observing practical models of inclusive education by the student teacher enables better understanding and application of the concept, there for it becomes essential to identify and developing demonstrative models of inclusive schools.
- Developing text books which convey the inclusive approach through teacher instructions illustrations and font size etc.

13 Illustrations

EXCLUSION WITHIN INCLUSION

School A, is situated in a village of 1000 population in rural area and catering 400 children coming from different backgrounds. It has classes from I – VII Std, having 7 classrooms & 1 office room. This school has 2 toilets and 1 toilet is reserved for teachers and other toilet is for 400 children (both boys & girls). Water scarcity is there. To enter the classrooms children have to use 5-6 steps. The classrooms have benches without back support and children have to keep their bags down in front of their legs. In 4th Std., two children with disabilities (one girl with low vision and one boy with total visual impairment) are studying. the class also has children from various castes .The upper caste children will generally not have the mid day meals Both of them are finding difficulty in climbing the steps to enter their classroom & using the toilet. The girl sits in the 3rd row and the boy sits in last row and is not encouraged in participating in the classroom learning as their specific needs are not met. Both of them are even excluded from sports, excursion, cultural programs, etc.

Language Class in 5th Standard

A female teacher asks students to open the specific chapter in Kannada and she started reading the lesson from the textbook while moving around in the classroom. The children with visual impairment could only listen her reading as they were not having large print/magnifying glass or Braille book. After her reading, she started asking questions to the students and expecting correct answers from them. The girl with low vision raised her hand to answer.

Teacher: Why did Heera come inside the fort?

Student with low vision: ‘‘for selling milk’’.

Teacher: Wrong, sit down.

Teacher asked next girl to answer.

That girl answered: ‘‘Heera came inside the fort to sell the milk’’.

Teacher said: Very Good, correct.

She completed her class with home assignment to students - to do the exercise of that lesson.

INCLUSIVE LEARNING FRIENDLY SCHOOL

School B, is situated in a small village and have only 70 children with different backgrounds and having 2 teachers (1 female & 1 male) for 1-5. The school has no toilet but children go out in the field to attend their nature call. The drinking water is accessible to all as it is kept on the stool with glass and it is arranged by students of Class 5 on rotation. One of the girls also has her sister with her as her parents have gone to work This school has one boy with physical disability and a girl with hearing impairment there are children from various socio economic back ground..Both of them are in 3rd Standard and boy with physical disabilities is being carried by his father to school every day. With the help of NGO, the boy got the wheel chair and the girl got the hearing aid. Both the teachers got oriented in Inclusive education in 3 days training program.

The female teacher believed that no child should excluded from learning and all children have right to attend the school. Hence she got support from the resource teacher in getting auditory training to the girl in order to make best use of her hearing aid. She made other students responsible to bring their friend to school by pushing his wheel chair on rotation. Children are happy to push the wheel chair hanging their bag on it. The problem is not yet over as the school entrance has is at the height and boy has to be lifted from the wheel chair and carried to the classroom. Meantime, the NGO approached Panchayat president for building the ramp but only with promise. The female teacher took an initiative on her won and with the help of students & villagers; she built a mud ramp from the side as the height was less. Now the boy is happily coming to the classroom with his wheelchair and attending in all the school activities. (True incident From Magadi Taluk)

Combined Classes of 2 & 3

Two groups of Class 2 and 3 are standing in one circle with the teacher. The male teacher is teaching the names of 5 fingers to the students with an action song. He asks them to follow him and repeat the same. He accommodated both the children with disability in the activity by given them a proper place in order to participate in the activity. The boy is participating sitting in wheel chair and the girl participating by watching closely teacher's face to follow the wordings of the song besides listening it with the help of hearing aid.

hiding both hands back - "Ellide hebberalu? (Where is the thumb?)
bringing hands one by one - Illide hebberalu? (Here is the thumb) –
Moving Left thumb down & up twice against right thumb – Chennagiddiya? (how do you do?)
Right thumb answers by moving down & up once – Chennagiddini (I am fine)

Like this he introduced name of all the 5 fingers by changing different questions. He asks the students to trace their left hand fingers on the white sheet which he asked them to bring it from home. At the end, he gets the feedback by using a Chart of five fingers with flash cards of both figure & words. All children are happily participating in the feedback session. Even hearing impaired child participated well in the feedback. A Secondary school dropout girl was coming as volunteer to the school; helping the girl with hearing impairment in pronouncing names.

These two teachers realized that children with disabilities are capable of learning and participating in all the school activities provided with the support they require.

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