



Teacher Challenges for Inclusive Education In India

The Presentation

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

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



Social exclusion Congregation & segregation into institutions



"There are only two things wrong with education for the mentally handicapped, and it isn't education."

the little children..."

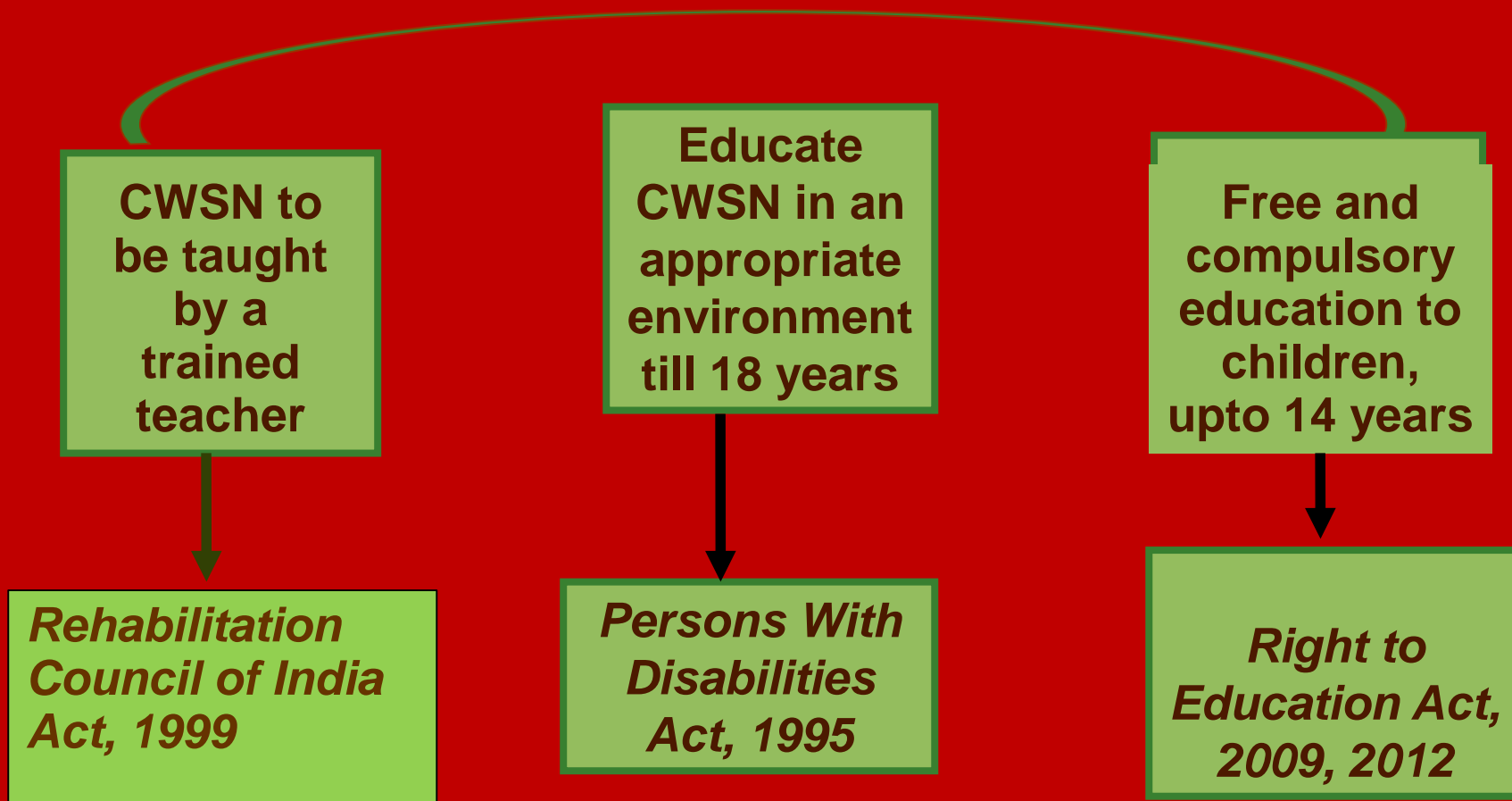


Community Living Movement-1970s.



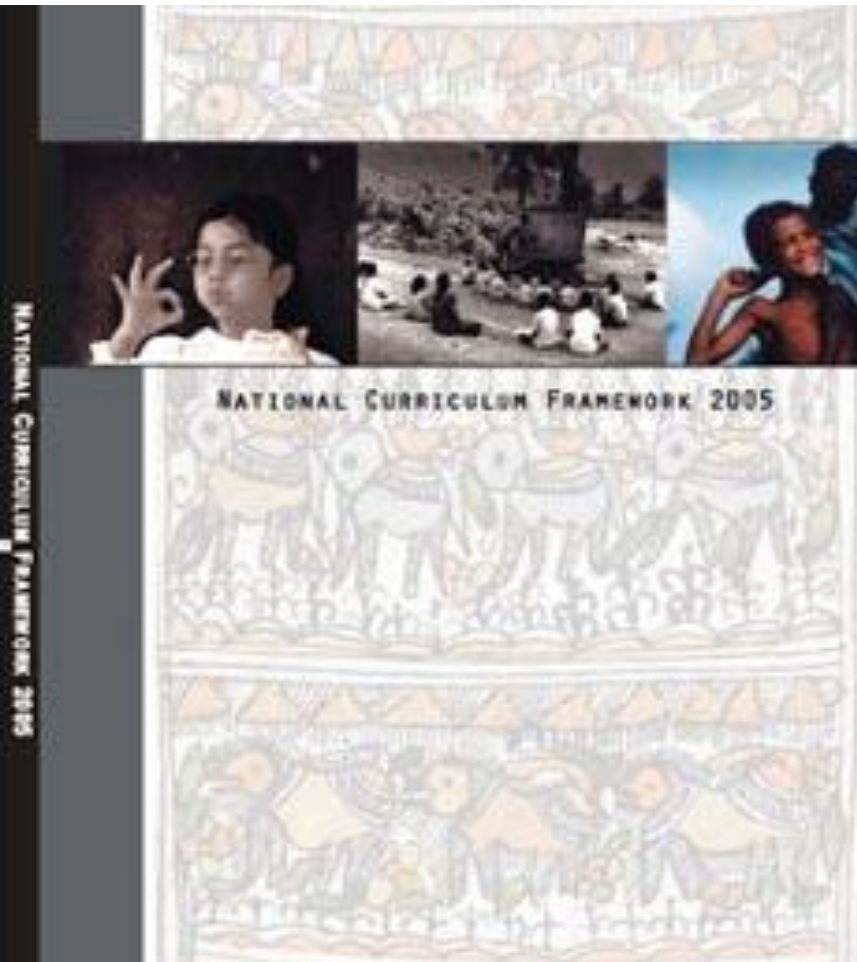
valued, contributing citizens of
their communities-1990s

Constitutional and Legal Obligations



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

NATIONAL FRAMEWORKS

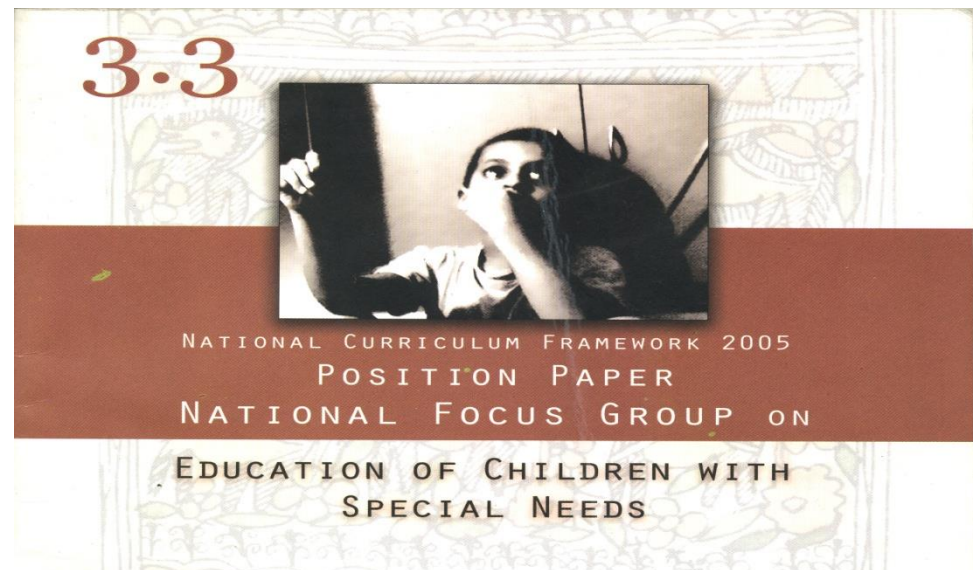


Teachers must be trained to address the learning needs of all children including those who are marginalized and disabled
NCF, 2005

National Curriculum Framework for Teacher Education

*Towards Preparing Professional
and Humane Teacher*

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



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

**Special
teachers
fully included**

**Recognizing
Diversity**

**Not failing
any
students**

**Developing
strengths
& abilities**

**Class Teacher
responsible for
all children**



NCF, 2005 NCERT

**Making Curr.
Inclusive &
Accessible**

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

**Nurturing
all aspects
of
personality**

Policy Initiatives

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

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

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

Entire General Education System mobilized in ten Blocks

- **All general teachers given 2 & 5 days training with a check for Functional assessment**
- **Out of these 30-60 given six weeks intensive training /1 year multi category diploma in Regional Institutes of Education**

TRAINING COURSES AT NCERT

- **PRE SERVICE COURSES AT RIEs**

Inputs on children with special needs, Inclusive Education
in B.A.Ed.

Inputs in M.Ed as an Optional Paper

Inputs on children with special needs, Inclusive Education
in BSc.Ed

SPECIFIC IN SERVICE TRAINING PROGRAMMES

Capacity building of teacher educators through EDUSAT

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

Preparation of the guidelines, manuals, modules

Training in action research for educational interventions

Development of pool of resources in RIEs

SARVA SHIKSHA ABHIYAN

TRAINING (3-5 DAYS, 90 days)

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

TRAINERS

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

TRAINING MATERIALS

Books on Curriculum Adaptations both at Primary and Upper Primary Stage, Autism, Low Vision, Inclusive Education, SMC Manual

Rashtriya Madhyamic Shiksha Abhiyan & INCLUSIVE EDUCATION OF THE DISABLED AT SECONDARY STAGE

Training of Special and General Teachers

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

TRAINERS

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

RESEARCH

Major Findings

Lack of adequate infrastructure

Interactions between CWSN and other children poor

Lack of in-service and pre-service training

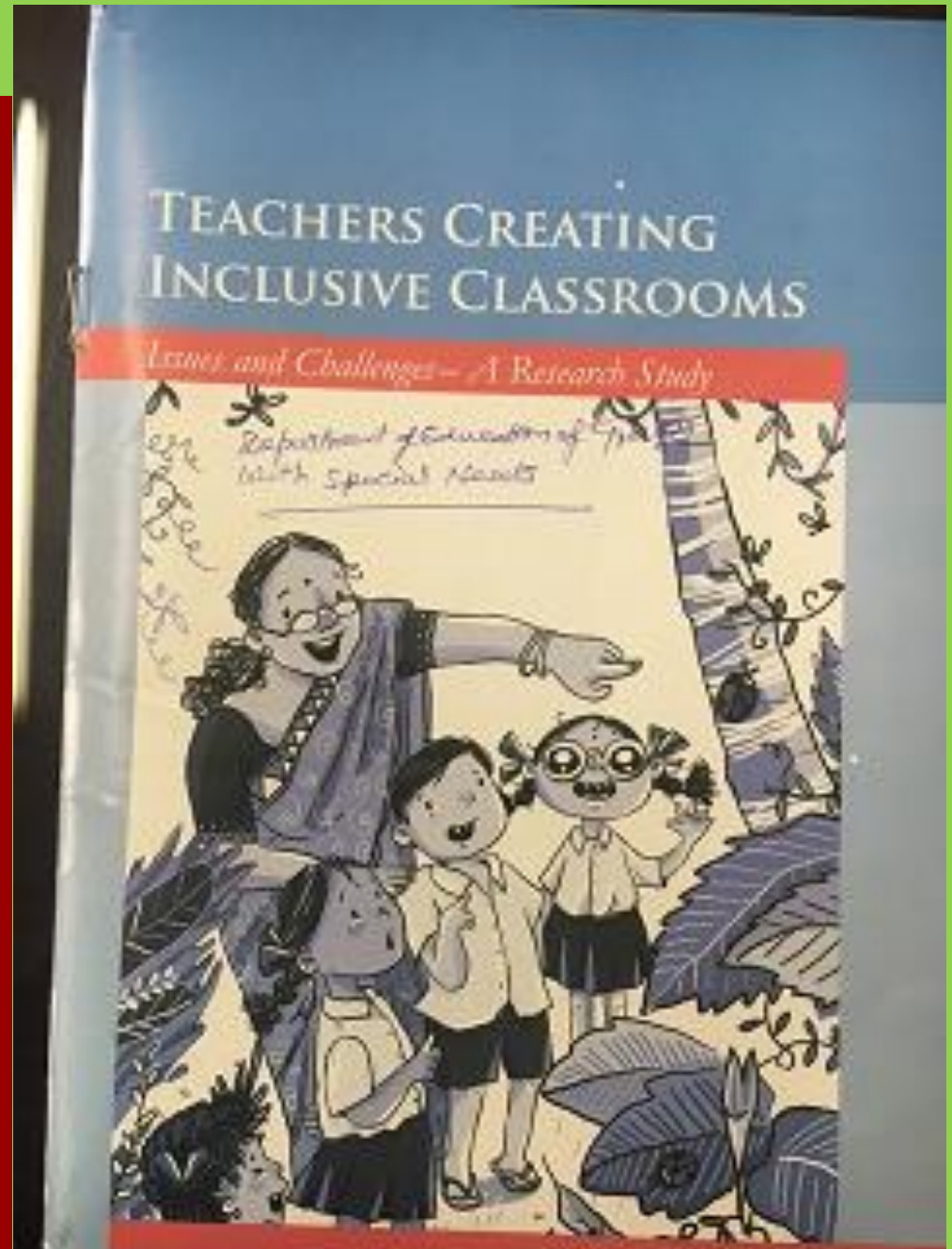
Shortage of Time

Large Teacher : Pupil Ratio

No Guidance for Parents

Lack of Collaboration

“CWSN should study in special schools as their presence in the class disturbs other children”



Home based Education

- More teachers should be appointed to give individual attention
- Facilities like physiotherapist and free medical check-up at home.
- More training programmes for teachers.
- Reading material for teachers to understand about HBE.
- Necessary teaching-learning material/kit for the students.
- Students under HBE should be given opportunity to go to regular school at least twice a week.
- Transport facility to move from one house to another.
- Nearby areas to be given to one teacher in order to save time.

ISSUES AND CHALLENGES

- Vision and values in schools NOT based on inclusive ethos yet
- A '**will have to do**' rather than '**will do**' or '**can do**' attitude
- Short term introductory training only create awareness
- Long term training (90 days) fails to build the skills for inclusive classrooms
- Partnerships with parents, community and other staff members need to be strengthened

CONT.

- Strong leadership & regular critical review and evaluation necessary
- Lack of Resource Persons for Training Teachers
- Practical Training not inclusive
- Teacher Education Programmes at pre-primary and primary level to be more inclusive

Children with HIV AIDS

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

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

- Many turned away from schools
- Many drop out



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

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



TEACHERS' VOICES

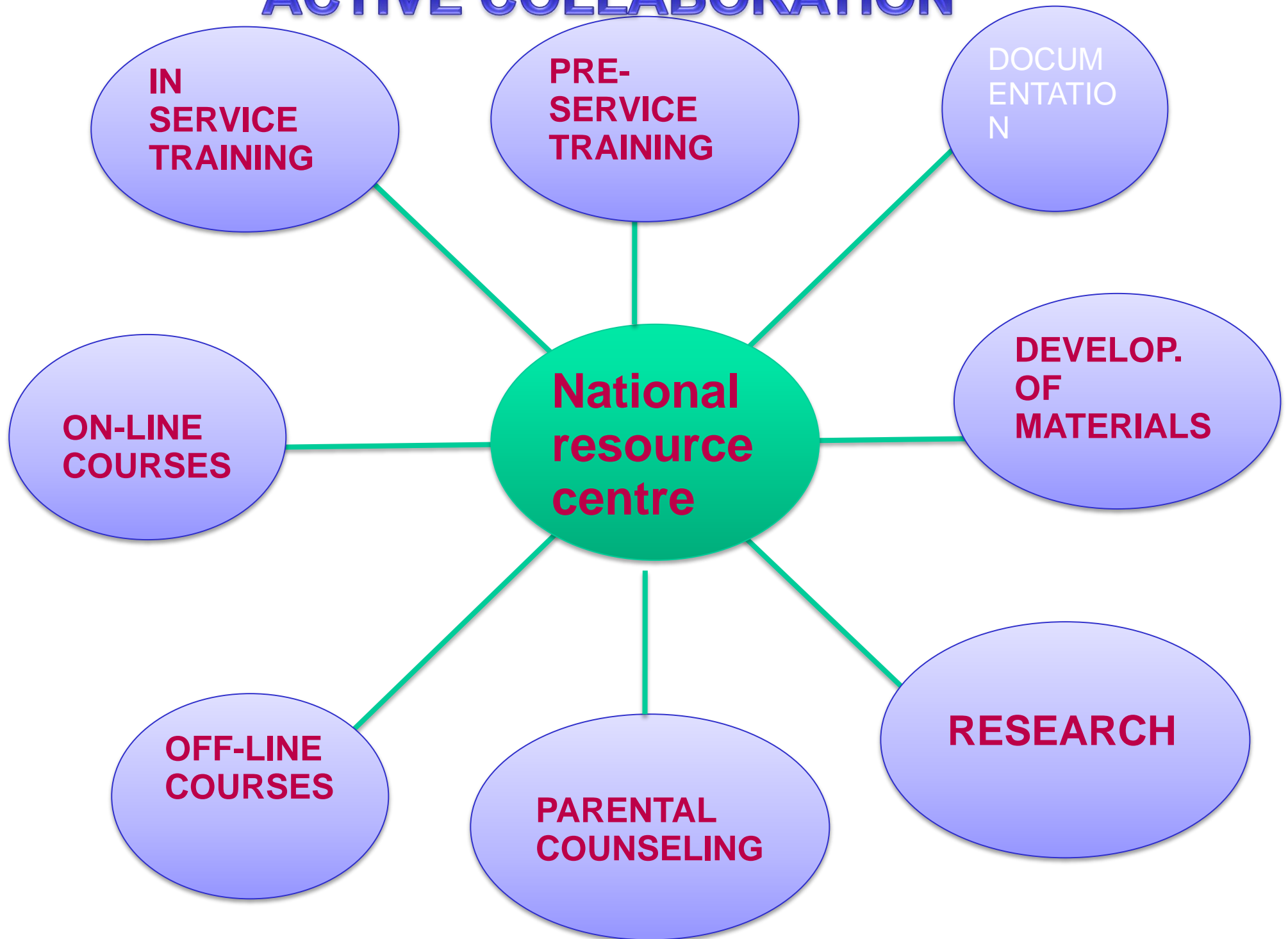
We do not have the time to explain each and every concept, we need to have support of a special educator

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

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

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

ACTIVE COLLABORATION





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