

EDUCATION SYSTEMS IN INDIA: INCLUSIVE SCHOOLS FOR INCLUSIVE SOCIETIES

Foundation Course for Civil Services

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GOAL

By the end of this session, you will:

- Understand the concept of Ableism
- Understand the concept, principles and importance of Inclusive Education
- Understand the paradigm shift in conceptualization of disability and Inclusive Education
- Identify barriers to inclusive education within local context
- Identify inclusive practices such as the Universal Design for Learning


**WHAT IS THE
COLOUR
BEFORE AND
AFTER THE
'GREEN'**



BEWARE OF THE
DANGERS OF
CATEGORISATION

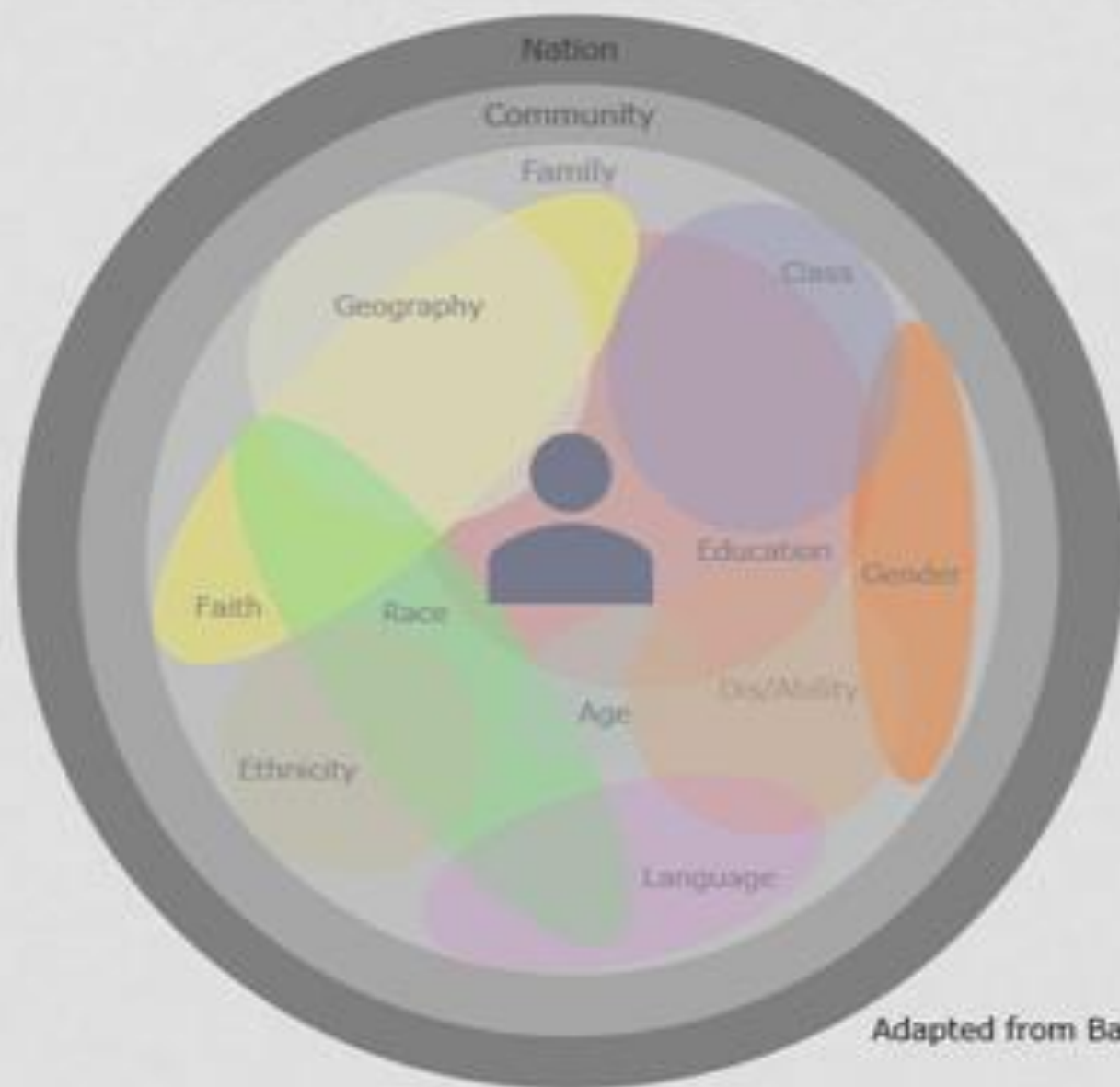


“ABLEISM”



WHAT IS “NORMAL”?
IS ANYONE “NORMAL”?

CULTURAL IDENTITY



Adapted from Banks (2005, p.52)

- Ableism can be defined as discriminatory societal attitudes towards people with disabilities, similar to racism, sexism, or ageism, etc. It does not deny the presence of a disability, such as physical, behavioral or intellectual limitations, but recognizes that negative attitudes and stereotypes impose additional limitations that further handicap individuals with disabilities.
- Ableism occurs when dominant beliefs exclude the experiences of people with disabilities or use stereotypical representations. Ableism places the responsibility for discrimination on the able-bodied.
- Source for ableism: Haller (2010). *Representing disability in an ableist world: Essays on mass media*. Louisville KY: Advocado Press.



MANIFESTATIONS OF ABLEISM

- The media (newspapers, books, movies, tv, etc)
- The language of disability
- Physical barriers (buildings don't have ramps, elevators, Braille, etc.)
- Service delivery (segregated or special
— school systems).

POWER OF LANGUAGE



Source: Human Policy Press.



PERSON-FIRST LANGUAGE

**IDENTITY-FIRST
LANGUAGE**



**RESPECTFULLY ASK A PERSON
WITH A DISABILITY HOW
THEY WISH TO BE DESCRIBED.**

Akhil Paul, founder Director of Sense India that work in the areas of deafblindness said using different names is not going to help people with disability unless the government and society take positive action for them to be recognised as equal citizens. "Also, there is nothing divine about a polio-infected leg or a blind man," he added.

Source: <https://economictimes.indiatimes.com/news/politics-and-nation/pm-narendra-modi-suggests-use-of-divyang-for-persons-with-disability-in-his-mann-ki-baat/articleshow/50341878.cms>

INCLUSIVE EDUCATION

A fundamental human right, a principle that values the well-being of all students, respects their inherent dignity and autonomy, and acknowledges individuals' requirements and their ability to effectively be included in and contribute to society. It is also a means of realizing other human rights and a result of a process of continuing and proactive commitment to eliminating barriers impeding the right to education.¹

(1) Based on General Comment 4 on Article 24: Right to inclusive education, by the Committee on the Rights of Persons with Disabilities, (2016).

INCLUSIVE EDUCATION

Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation.

- National Education Policy, 2020, pp. 24

NEP 2020 & INCLUSIVE EDUCATION

Gender Identities

Female and Transgender individuals

Socio-cultural identity

Scheduled caste, Scheduled Tribe, OBCs and Minorities

Geographical identity

Students from Villages, small towns and aspirational districts.

Socio economic conditions

Migrant communities, low income households, children in vulnerable situations, victims of trafficking, orphans including child beggars in urban areas, and the urban poor.

Disabilities

21 categories recognised by RPWD act.

NEP 2020 INCLUSIVE EDUCATION

1. ECE, FLN
2. Continue targeted schemes (scholarships, cash transfer, bicycles...)
3. RPwD Act 2016
4. Research what works
5. SEZs
6. Target girls
7. Gender inclusion funds
8. Free boarding facilities
9. Recruit high-quality teachers and leaders from SEDGs
10. Remove biases in school curriculum
11. Strengthen ancient practice of 'equal respect for all religions'

INCLUSIVE EDUCATION

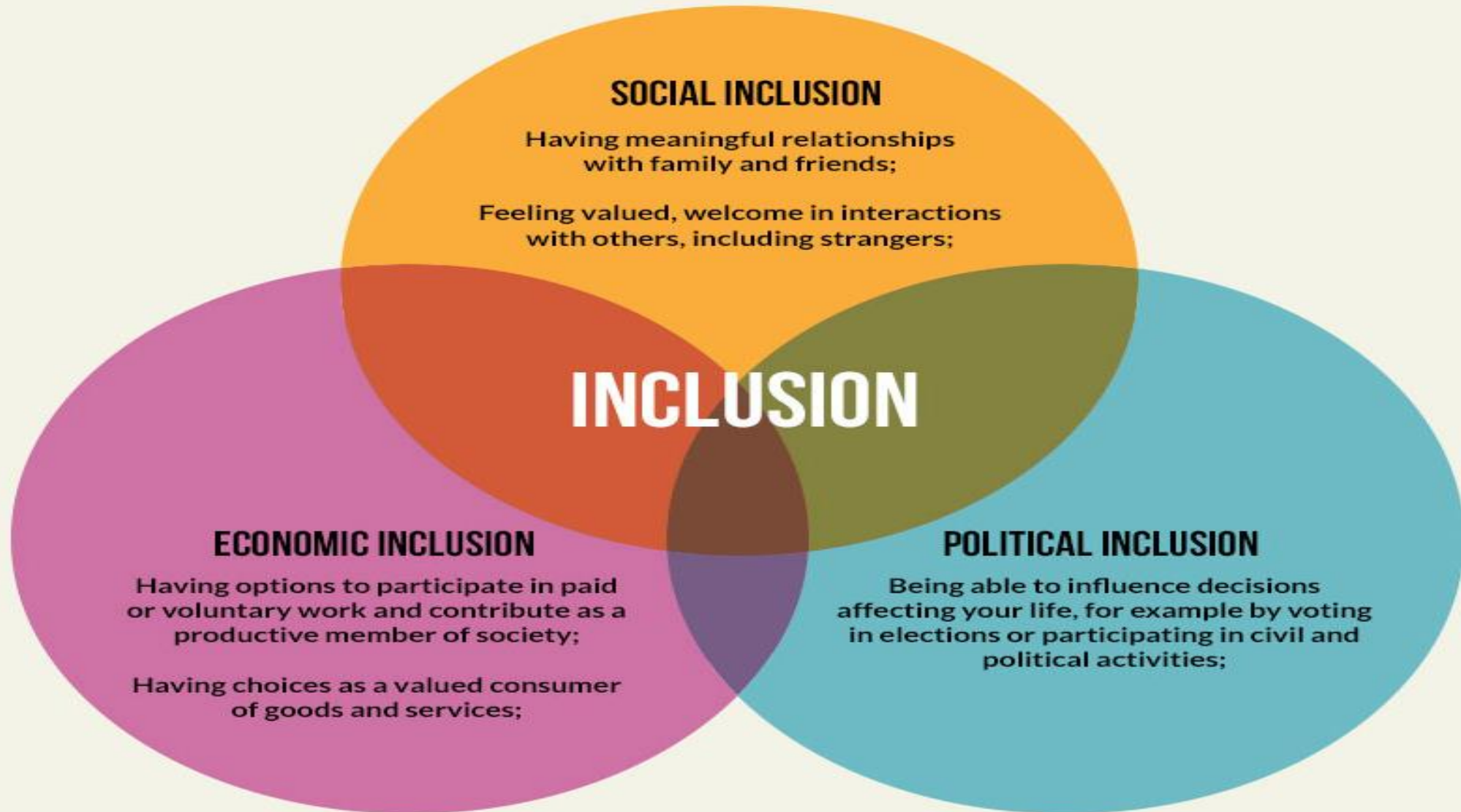


POLICY

PHILOSOPHY

PRACTICE

WHY INCLUSION?



RIGHTS BASED - RIGHT TO SAFE AND PROTECTED ENVIRONMENTS

Children are more vulnerable than adults and are dependent on adults for their basic needs, and hence, require specific rights. This was recognised by the Convention on the Rights of the Child (CRC) adopted in 1989 (UNICEF Canada, n.d.), in an attempt to extend human rights to children as Child Rights.

EXAMPLES OF THE RIGHTS OF CHILDREN FROM THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (1989)

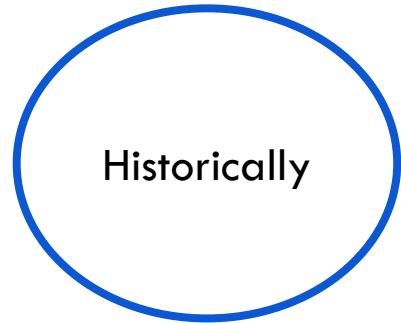
- **Article 5** All adults should always do what is best for you.
- **Article 19** You have the right to be protected from being hurt or badly treated.
- **Article 23** If you are disabled, you have the right to care and education to help you develop and lead a full life.
- **Article 36** You have the right to protection from any kind of exploitation (being taken advantage of).

CONCEPT OF INCLUSIVE EDUCATION

Perception of children and approach to inclusion has been changing over time with alterations in models of thinking

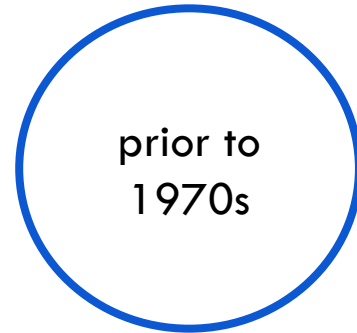
These shifts in paradigms are important as they have a significant impact on societal perceptions toward children from diverse backgrounds and in shaping provision, including educational efforts for these children

MODELS OF DISABILITY



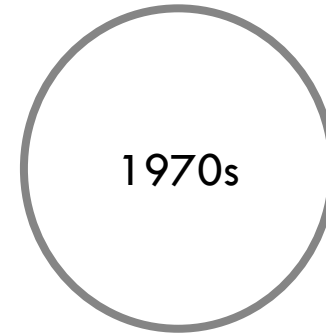
Charity Model

Helpless people who need to be cared for, deserve our pity and charity



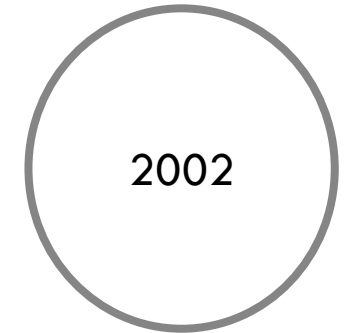
Medical Model

Source of pathology lies in the individual and hence their needs are to be treated or 'fixed'



Social Model

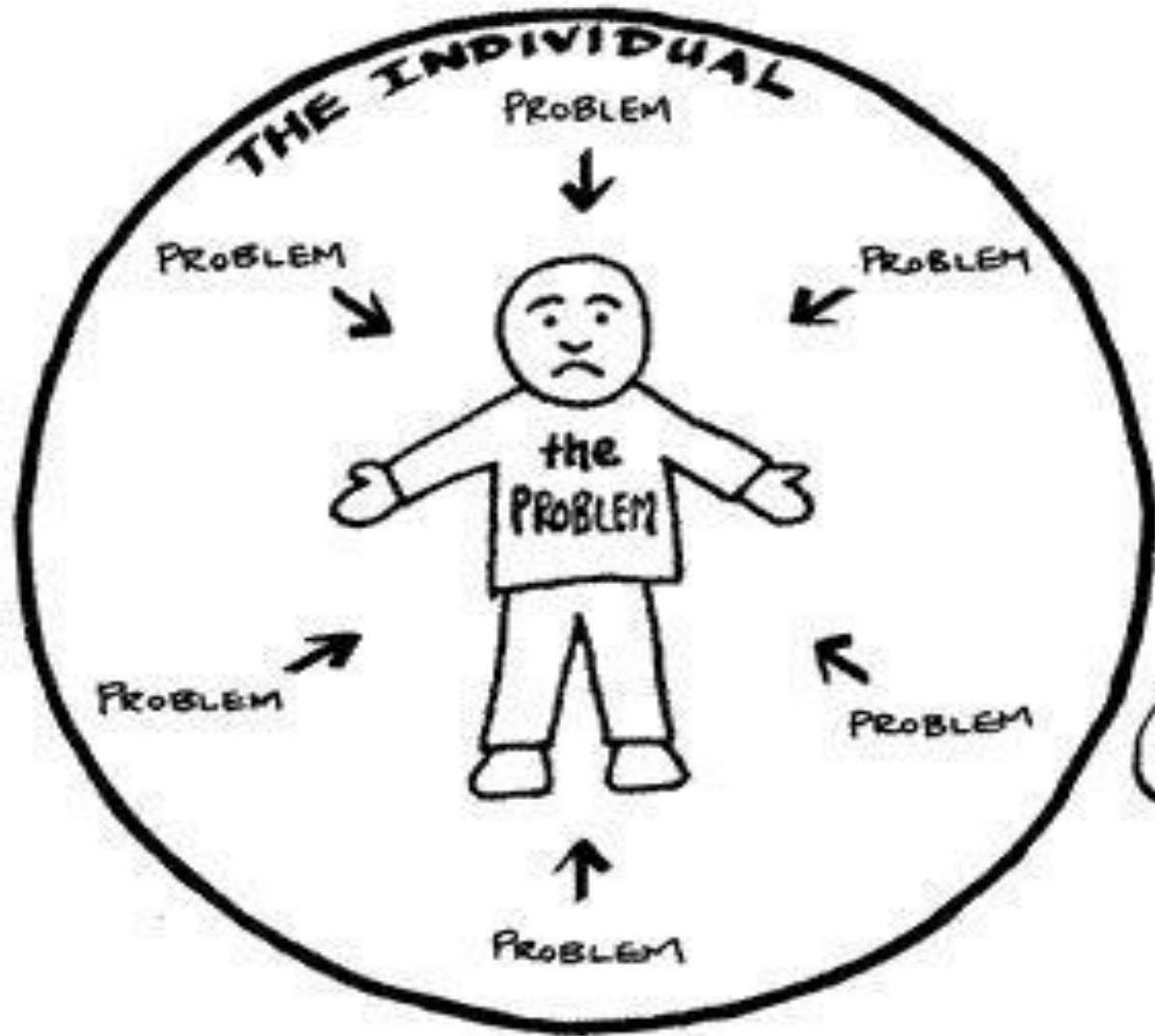
'Disability' does not lie in the individual, rather it is the economic, social and other structures which are disabling



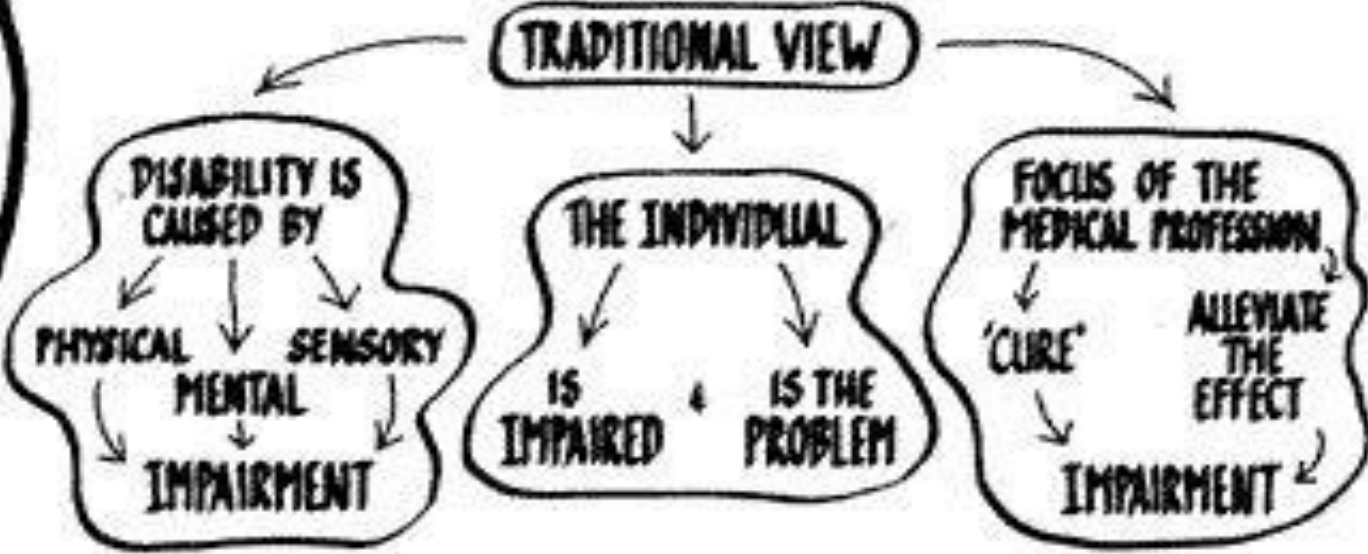
Bio-psycho-social Model

Disability and functioning are outcomes of interactions between health conditions and contextual factors

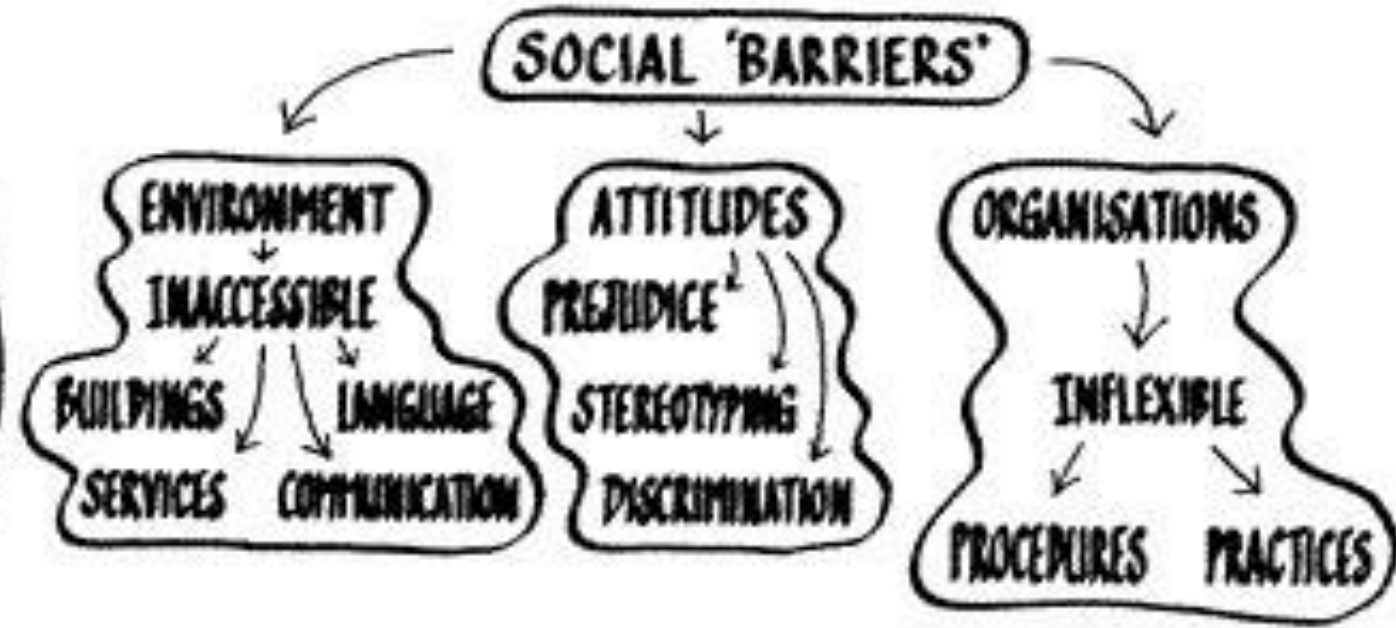
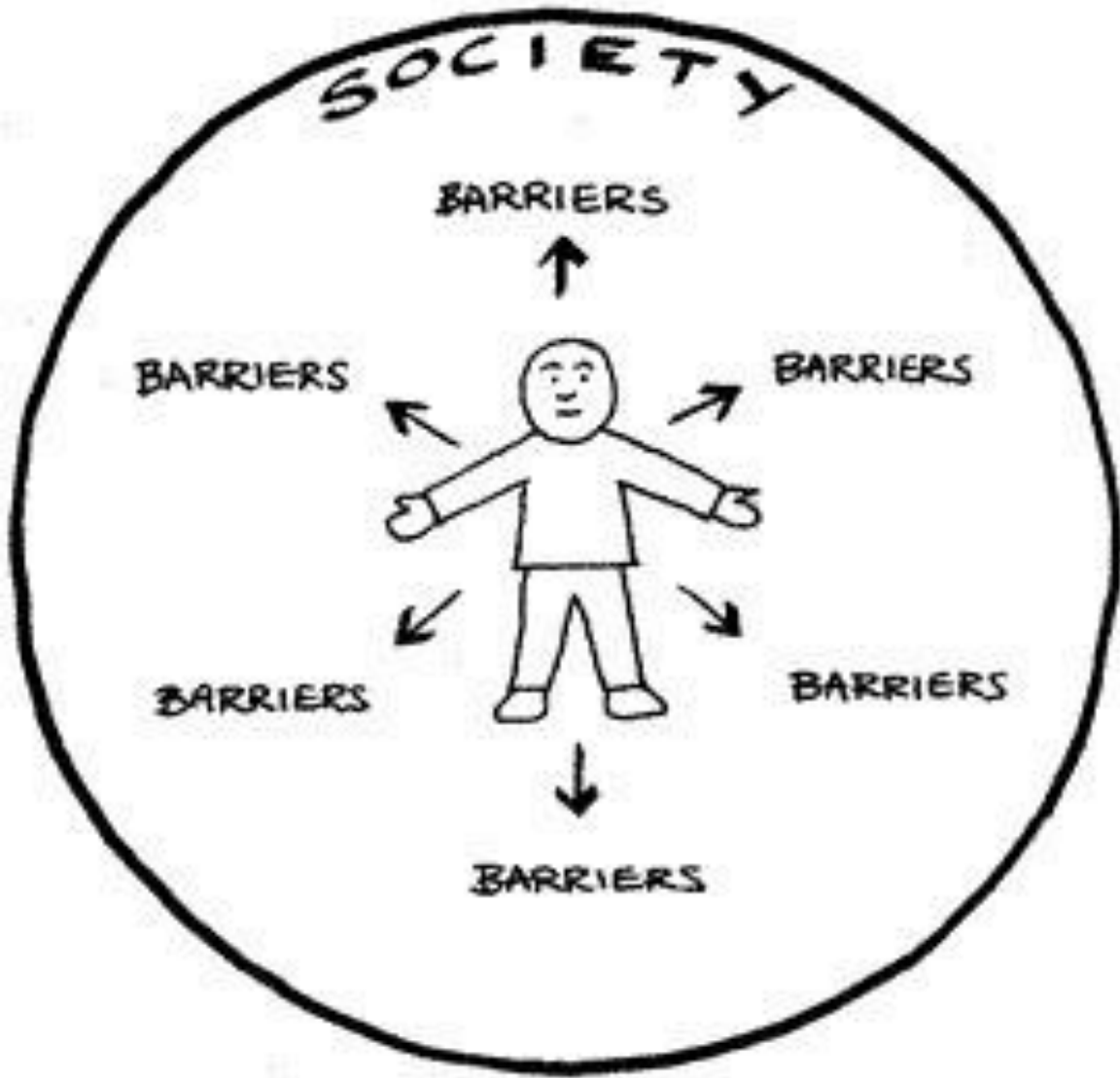
THE MEDICAL MODEL OF DISABILITY



IMPAIRMENTS AND CHRONIC ILLNESS OFTEN POSE REAL DIFFICULTIES BUT - THEY ARE NOT THE MAIN PROBLEMS



THE SOCIAL MODEL OF DISABILITY



Her **impairment**
is the problem!
They should
cure her or give
her prosthetics.

The *medical model*
of disability



The **stairs** are
the problem!
They should
build a ramp.

The *social model*
of disability

EXAMPLES

Situation	Charity Model	Medical Model	Social Model	Rights-based Model
Young women using a wheelchair	"What a pity, this beautiful woman is bound to a wheelchair, she'll never be able to marry, have children and care for her family."	"Oh, this poor woman, she should go to a doctor and discuss with him if there is a therapy which could enable her to walk again, like everybody else."	"The community really should build ramps in front of public buildings, so that persons like her can participate in social life."	"When she gets a job, her employer will have to build accessible rooms. This is her right!"
Man with an intellectual disability	"Look at this poor confused man; he seems to be mentally retarded, it would be better for him to live in a fostered home, where somebody will take care of him."	"Perhaps there is some medicine or treatment which could improve his perception. He should try a psychiatrist."	"It's a good solution that he lives with his brother, so he is surrounded by non-disabled people."	"Where does he want to live? Let's go and ask him!"
Parents with a hearing-impaired daughter	"It must be very sad having a child and knowing that she will never be able to live on her own."	"I'm sure in a few years there'll be a hearing aid available which will make this child able to hear better."	"We should all learn sign language, so that we can communicate with this child and all other hearing-impaired people."	"When this child grows up, she'll study at university, if she wants to."

KEY INTERNATIONAL MANDATES ON THE EDUCATION OF

1989: Convention on the Rights of the Child

Article 23: It is the responsibility of Governments to ensure children with disabilities should access their full rights.

Article 28: Every child has the right to education.



1990: Jomtien World Conference on Education

Education recognised as being more than access to primary education. Promoting the learning needs of children, youth and adults. This conference started the education for all movement.



1994: Salamanca World Conference & Framework for Action

Conference on special needs education attended by 92 governments and 25 organisations who endorsed the Salamanca Statement and Framework. Governments were called upon to give priority to improve education systems to ensure inclusive enrolment.



2000: World Education Forum. Dakar Framework For Action



Declared the learning needs of children with disabilities "demand special attention" and specific steps must be taken to "provide equal access to education to every category of disabled persons as an integral part of the education system."

2006: UN Convention on the Rights of Persons with Disabilities



Article 24: State Parties shall ensure inclusive education systems at all levels and provide free, inclusive, quality primary education.

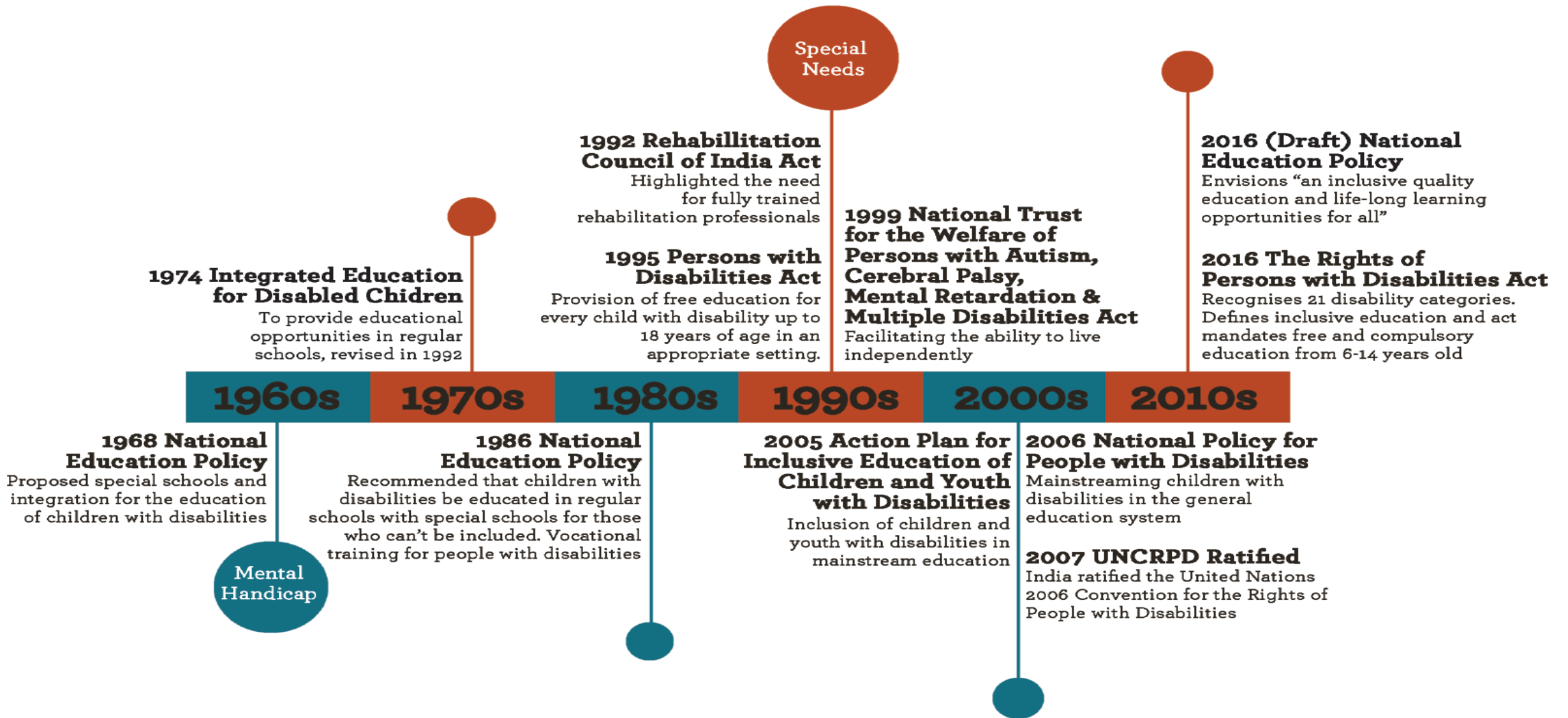
2015: The Sustainable Development Goals

4.5: Ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and children in vulnerable situations.



Source: Singal, Ware & Bhutani.,(2017). Inclusive Quality Education for Children with Disabilities

TIMELINE OF INDIAN LEGISLATION



Barriers to inclusive education

Attitudinal Barriers

- Parents
- Teacher
- Community

Accessibility

- Physical accessibility
- Access to drinking water, toilets, mid-day-meals etc.
- Reliability of data questioned in CAG report

Aids & Appliances

- Availability, low awareness
- Distribution, low Quality
- Repair & maintenance
- Gender disparity
- Taxation

ICT & Assistive Technologies

- Issues of availability
- Accessibility
- Acceptability
- Affordability
- Quality

BARRIERS TO INCLUSION

Attitudinal barriers

(beliefs about disability and capabilities to learn)

- parents
- teachers
- peers
- other stakeholders (like Principal, school staff, community etc.)

Physical barriers

(infrastructural facilities and accessibility measures)

- buildings
- classrooms
- toilets
- transport

Curricular and pedagogical barriers

(design and delivery of teaching, learning and assessment)

- training
- teaching-learning materials
- syllabus
- examinations
- curricular adaptations

Systemic barriers

(policies and financial resources for ensuring inclusive education)

- target setting and initiatives
- costs of learning aids, appliances, classroom materials, training of personnel (teachers and other school staff)



Notice-Wonder

BARRIERS TO INCLUSION?



Notice-Wonder

BARRIERS TO INCLUSION



Notice-Wonder

BARRIERS TO INCLUSION



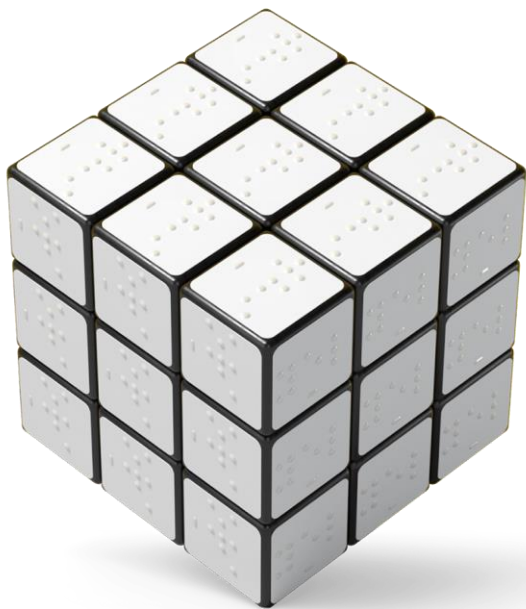
Notice-Wonder



Notice-Wonder

BARRIERS TO INCLUSION

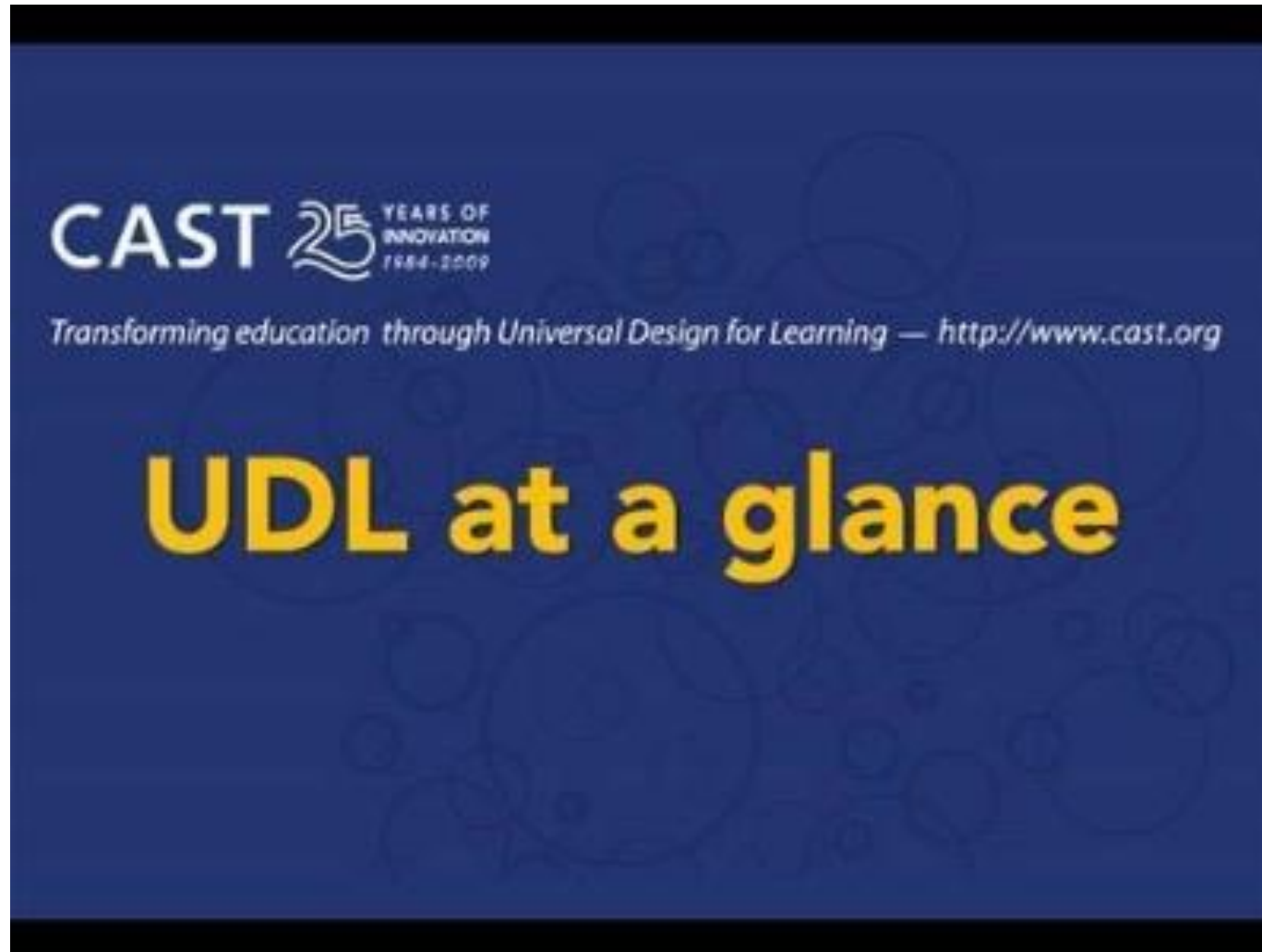
WHAT IS UDL?



UNIVERSAL DESIGN



WHAT IS UDL?




The Universal Design for Learning Guidelines

Provide multiple means of Engagement




Affective Networks
The "WHY" of Learning

Provide multiple means of Representation



Recognition Networks
The "WHAT" of Learning

Provide multiple means of Action & Expression



Strategic Networks
The "HOW" of Learning

Access

Provide options for **Recruiting Interest**

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide options for **Perception**

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide options for **Physical Action**

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Build

Provide options for **Sustaining Effort & Persistence**

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for **Language & Symbols**

- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for **Expression & Communication**

- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Internalize

Provide options for **Self Regulation**

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Provide options for **Comprehension**

- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- Maximize transfer and generalization

Provide options for **Executive Functions**

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

TRADITIONAL VERSUS UDL INSTRUCTION

Traditional Instruction

Teachers typically deliver content one way.

Students are passive learners who acquire information through memorizing, practicing, and taking tests.

The learning environment encourages students to sit quietly and work on an identical task.

Students' skills and knowledge of content are assessed using one method.

UDL Instruction

Teachers deliver content in multiple ways.

Students are active learners who engage and analyze the content to gain understanding.

The learning environment encourages students to explore the content based on personal interests, preferences, or abilities.

Students are allowed to demonstrate their skills and knowledge of content using one of several methods.

INCLUSIVE PRACTICES

1. Pedagogical and classroom environment modifications such as the use of strategies like cooperative learning, peer tutoring and altering learning material to accommodate various special needs.
2. Using Information Communication Technology (ICT) to support inclusion.
3. Resource room model is popularly used in inclusive schools to cater to a classroom with diverse needs. This gives access to resources like learning materials and therapy.
4. Different classroom accommodations and adaptations such as multi-level teaching, peer tutoring, cooperative learning, and activity-based learning can also be used.
5. Creating culturally sensitive learning communities, developing positive teacher–student–parent relationships, designing lessons that motivate all students to learn, and implementing lessons using differentiated instructional strategies can be used.

KEY TAKEAWAYS

Address out ableist attitudes

Rights-based; Economic Rationale; Inclusive Schools Benefit All Children

Barriers to learning via traditional teaching methods are overcome with UDL

One size does not fit all

THANK YOU!