

Arihant Education Foundation's

Name of the College: **ARIHANT COLLEGE OF EDUCATION**

Name of the Student: **JESSICA PATHAK**

Roll No: **09**

Declaration

My self Jessica Pathak Roll No. 09 declare that the practical submitted by me is original & written by me. I have done this practical under the guidance of Prof. Manisha Telang. There is no ambiguity of any kind. In case of any discrepancies occurred in my practical, I will be solely responsible for the consequences. The college will not be, in any kind of responsible for my failure.

Signature of the Student: J Pathak

Date: **09-05-23**

Course No. B.Ed. 203 School and Inclusive School

Practical: VISIT TO AN INCLUSIVE SCHOOL

EVALUATION SCHEME

Rating Scale - Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Criteria	5	4	3	2	1
1	Basic Information of Inclusive school (Name & location of School, Vision of School, Transportation Facility, Counselor available in the school)	✓				
2	Infrastructural Facilities of visited Inclusive School (Staircase (Rods)/ Ramp (Slop) etc., Classrooms - ventilation /Chair etc., Rest room/ Bed/ Washroom, display board, spacing in class)		✓			
3	No. of students in the school		✓			
4	Barriers (Teaching, Learning, Participation in different Programs, Social Interaction, Evaluation)	✓				
5	Initiatives taken by inclusive school to overcome all challenges/ barriers.		✓			
6	Inclusive Classroom Management (Facilities in the classroom, Programs for Inclusion, Support system, Planning, Time Management)		✓			
7	Role of Remedial Teacher for facilitating Exceptional students		✓			
8	Innovative ideas for inclusive Education		✓			
9	Reflection of student teacher		✓			
10	Overall Impression		✓			
Total Marks out of 50		42				

Name of Guide: Asst. Prof. J. Pathak

Sign of Guide with date:

M. Telang
13/5/23

To whomsoever it may concern

This is to certify that JESSICA NILESH PATHAK
of ARIHANT COLLEGE OF EDUCATION Pune has completed
VISIT TO SCHOOL/INTERVIEW OF H.M practical
REGARDING POLICIES & PRACTICES OF INCLUSIVE CULTURE
of B.Ed. 203 on date (01-03-23) & day (Wednesday), as a part
of the B.Ed. Second Year Syllabus.



Sign of Principal



Stamp

Date:

BASIC INFORMATION

*NAME AND LOCATION

THE HDFC SCHOOL, PUNE

Sr. no - 238 - 241

Planet IT, Adjacent to TCS

(Behind Kalyan Jewellers) Magarpatta Road

Hadapsar, Pune - 411028

Spanning a three-acre campus, the school is being designed keeping in mind aspects of spaciousness, natural light, ventilation and expansive greenery - all contributing to a healthy environment that blurs the boundary between outdoor and indoor spaces.



* VISION

The HDFC School brings in the joy of learning and caring in all aspects. The school promotes creativity, collaboration, inquisitiveness and personal integrity in a blend that fosters success for all students and staff in the school. The HDFC School believes in providing a transparent and inclusive admission process for all prospective students.

* PHILOSOPHY

A school where every child is the centre of our attention.

* MISSION

- To create an atmosphere that is conducive to learning and committed to academic rigour and excellence.
- To build and maintain a faculty that has highly-qualified and respected teachers.
- To ensure that every student is given the opportunity to build leadership qualities and to develop social skills.

TRANSPORTATION FACILITY

The school provides BUS transport facility across all the nearby areas from the school. The buses are equipped with CCTV camera, GPS system and RFID attendance system. The bus drivers are well trained and all buses also have two lady helpers on all the routes.

There is ample parking space for all the buses and children board and deboard the bus from the inside of the campus to ensure utmost safety and security. Parents can live track the movement of the bus while picking and dropping students.

All the students are made available of this school transport facility. Private transport is not allowed. If a child wants to not avail this facility, Parent Pick-up is done after school. All the class teachers safely handover the child to their parents.



COUNSELLOR AVAILABLE IN SCHOOL

The school has ensured a sufficient number of counselors for students of all age groups and varied needs. In total, there are eight counselors.

- Two counselors for primary students
- Three counselors for grades 3 to 5
- Three counselors for grades 6 to 9

All the counselors are well qualified and richly experienced to cater the students with special needs, differently abled and those with sensitive nature. They put a constant effort to improve the learning abilities of the students and guide their parents for improvement in their overall growth.

The class teacher observes students in class and tells the behaviour of students to the counsellor. The counselor then observes the child in the classroom and if he needs counselling, she will counsel the student for as many sessions he/she requires.



STAIRCASE/RAILINGS

School has provided a robust infrastructure for an inclusive school environment that does not restrict or impede the movement of differently abled students.

All the staircases have railings to provide support when required. The staircases are large enough to provide both upstairs and downstairs movement simultaneously.

ELEVATOR

The school also has one elevator for the use of students with special requirements when necessary. The elevator has a full time guard available.

CLASSROOMS

The classroom infrastructure has a modern design keeping several aspects about students safety, health and comfort in mind.

- all the rooms are well-ventilated and with large windows.
- Student's chairs and tables are ergonomically designed for comfort, utility and safety.
- Several books, games and activities are available in all the classrooms and counselling rooms to cater to the needs of all type of students.



WIDE STAIRCASES WITH
RAILINGS



ELEVATORS



WELL - LIT
CLASSROOMS



SMART
CLASSROOMS



LONG AND WIDE CORRIDORS

RESTROOM / BED / WASHROOM / DISPLAY BOARDS

- The school also has a well-equipped infirmary with a dedicated doctor and a nurse.
- All the floors have clean and hygienic washrooms for boys and girls separately. Two helpers are available all the time for students with special needs.
- Several display boards are available and utilized judiciously on all the floors and outside each classroom.
- There is ample space available inside and outside the classrooms.
- Staff and cleaning staff inside and outside the washrooms to keep it clean and to also help students if needed.



RESTROOMS / WASHROOMS



NUMBER OF STUDENTS

GRADE	1-2	3-5	6-9
TOTAL STUDENTS	200	580	170
DIFFERENTLY ABLED STUDENTS	08	113	06
COUNSELORS	02	02	02

The differently abled students have various types of special needs as listed below :

- Antisocial Personality Disorder (ASPD)
- Mild Autistic
- Attention - Deficit / Hyperactivity Disorders (ADHD)
- Intellectual Deficit
- Neurological Disabilities
- Behavioural Issues



DISPLAY BOARDS



BEDS IN INFIRMARY

BARRIERS

* TEACHING

The curriculum and teaching methods used by teachers play a pivotal role for effective teaching in an inclusive classroom. However a rigid and inflexible curriculum can lead to learning breakdown. The school has ensured that the curriculum remains flexible and evaluating as per the needs of students.

* LEARNING

Learning becomes difficult in schools where only blackboard based or textbook based teaching is provided. In HDEC School, the learning is easier with audio - visual teaching aids and direct help from the counselors.

* PARTICIPATION IN DIFFERENT PROGRAMS

Students with special needs find it difficult to participate in

different programs due to physical movement, extended school hours, different pace of understanding and synchronising group activities and unwillingness from the parents due to overprotective nature.

* SOCIAL INTERACTION

Special abled students find it difficult to have social interactions with other students are unable to understand the speech and thought of such students.

* EVALUATION

Evaluation becomes difficult due to speed, writing speed and time constraints with specially abled students. It is unfair to keep the same evaluation process for all type of students.

INCLUSIVE CLASS ROOM MANAGEMENT

*FACILITIES IN THE CLASSROOM

The classrooms are designed for inclusive education and all modern facilities.

- Spacious classroom with large entrance door for easy wheelchair access if required.
- Smart boards with projectors in all classrooms.
- Display boards in all classrooms.
- Activity corners, class library and cubby spaces for engaging students and reducing the school bag burden.
- Large windows with ample sunlight during the day to keep the rooms fresh and well-ventilated.
- The furniture is designed in a way that all types of students can sit comfortably and keep their belongings with easy access.

* PROGRAMS FOR INCLUSION

For differently abled students the course co-ordinator works with the subject teachers and counselors to design the curriculum which does not hamper the education and learning of such students. Special case is taken to provide remedial classes when required. The evaluation also happens under the additional help and guidance of the course.

* SUPPORT SYSTEM

The school has an experience team of qualified counselors for primary, middle and higher grade. They understand the various kinds of special needs of students and help the students as well as their parents to have a smooth and enriching learning experience.

Helpers are always available outside the classrooms, activity rooms, washrooms and in playgrounds for differently abled students.

The school also has a well-equipped infirmary with a doctor and a nurse to cater to any kind of medical requirements of all types of students.

* LEARNING AND TIME MANAGEMENT

- The counsellors make study plans and design activities and worksheets for differently abled students on a daily basis.
- They discuss and share their ideas with the class teachers and subject teachers to plan the lessons in advance.
- The counsellors provide additional guidance to the students either within the class or in the counsellors room to ensure that such students keep pace with rest of the class and do not lag behind.
- The school provides flexibility in the schedule of differently abled students. They are allowed to leave early if required and their subject lessons are planned accordingly.
- The examination for such students are planned separately and they are allowed extra time if required.

ROLE OF REMEDIAL TEACHER

The remedial teacher needs to special attention to students with exceptional learning abilities.

* Designing lessons with Bloom's Taxonomy

The remedial teacher constructs activities from the two upper levels - creating and evaluating. Activities include conducting an experiment, designing a game or musical composition or writing an editorial about current events.

* Designing Independent projects

The remedial teacher allows students to work on special projects which are of special interest to them.

* Designing Intellectually stimulating questions

The remedial teacher constructs the lesson plan, writes questions that are open ended and require thoughtful responses.

Last year, one of the students of grade 4 was observed by the school remedial teachers and was evaluated mid-term for higher order questions to see his abilities.

Due to his exceptional skills he was deemed appropriate to get promoted to Grade 5 ahead of the rest of the class.

* MAKING Creative Worksheets

In this school, the remedial teacher makes creative worksheets for the remedial students according to their skill and abilities. It is engaging, application based and very helpful.

* To take extra remedial classes

The remedial teacher should conduct extra classes in the break time or after school so the students lagging behind can catch up with the other students in class.

INNOVATIVE IDE

* HIGH INTEREST LEVEL BOOKS

The teacher should provide books for reading that are age appropriate, interesting to the students and that can be read by students at all levels.

* ACTIVITY CHART

The teacher can create an activity chart with roles defined for each student, weekly rotations and achievements medals for successful completion of each activity.

* ICE - CREAM STICKS

The teacher can ask the students to write their names on one ice-cream stick, collect all of them and put all the sticks in a box. Whenever teachers require to make a team, complete a task or answer a question, she can randomly pick the ice-cream stick from the box.

* GAMES

Games such as card games, board games and classroom games can be used by teachers to reinforce a new concept. Plan activities for students to think about and show appreciation about each other.

* FAMILY - SCHOOL PARTNERSHIPS

Families of differently abled students are equipped to be full participants in their child's education and are connected to accessible and meaningful resources.

REFLECTION

Through this practical i.e. visit to an Inclusive School, I learned many things. The school chose was The HOFG school which is an inclusive school and which welcomes and caters to many diverse learners.

After visiting the school and studying its facilities, I came to know how an Inclusive School works, which are the different facilities that are required to cater to such students.

It also made me realize the importance of an inclusive school and why it is necessary for all students to study under one roof together.

I also got to meet and talk to counsellors who enlightened me on the different disabilities and disorders that children face everyday. This practical has and will help me to become a good inclusive teacher.

Arihant Education Foundation's

Name of the College: **ARIHANT COLLEGE OF EDUCATION**
 Name of the Student: **JESSICA PATHAK**
 Roll No : **09**

Declaration

My self Jessica Pathak Roll No. 09 declare that the practical submitted by me is original & written by me. I have done this practical under the guidance of Prof. There is no ambiguity of any kind. In case of any discrepancies occurred in my practical, I will be solely responsible for the consequences. The college will not be, in any kind of responsible for my failure.

Signature of the Student: J Pathak

Date: **04-05-23**

Activity 2: Project on Inclusive Education.

EVALUATION SCHEME: Rating Scale - Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Criteria	5	4	3	2	1
1	Basic Information of inclusive education and selected project topic (Theoretical)		✓			
2	Objectives of the project		✓			
3	Interdisciplinary approach of project		✓			
4	Poster on selected project topic					
4.1	Content : accuracy, adequacy, explanation of content	✓				
4.2	Judicial use of space, font, poster size		✓			
4.3	Creativity & attractiveness		✓			
5	Presentation					
5.1	Description and Inclusion of content	✓				
5.2	Body language, defense, time management		✓			
6	Reflection of student teacher		✓			
7	Overall Impression & creativity, neatness & delivery		✓			
Total Marks out of 50			42			

Name of Guide:

M. J. Dang
4/5/23

Sign of Guide with date:

LEARNING DISABILITY

* CONCEPT

Learning disability is a general term that describes specific kinds of learning problems. A learning disability can cause a person to have trouble learning and using certain skills. The skills most often affected are: reading, writing, listening, speaking, reasoning and doing math.

"Learning disabilities" is not the only term used to describe these difficulties. Others include:

- dyslexia - difficulties in reading
- dysgraphia - difficulties in writing
- dyscalculia - difficulties in math.

There is no "cure" for learning disabilities. They are life-long. However, children with LD can be high achievers and can be taught ways to get around the learning disability.

SIGNS OF A LER

While there is no one "sign" that a person has a learning disability, there are certain clues. When a child has a learning disability, he or she

- may have trouble learning the alphabet, rhyming words, or connecting letters to their sounds.
- may make many mistakes when reading aloud, and repeat and pause often.
- may not understand what he/she is reading.
- may have real trouble with spelling.
- may have very messy handwriting or hold a pencil awkwardly.
- may have language delay and have a limited vocabulary.
- may struggle to express ideas in writing.
- may have trouble remembering sounds, the letters make or hear slight differences between words.

- may have trouble understanding jokes, comic strips, and sarcasm.
- may have trouble following directions.
- may mispronounce words or use a wrong word that sounds similar.
- may have trouble organizing what he or she wants to say or not be able to think of the word he or she needs for writing or conversation.
- may not follow the social rules of conversation, such as taking turns, and may stand too close to the listener.
- may confuse math symbols and misread numbers.
- may not be able to retell a story in order (what happened first, second, third); or
- may not know where to begin a task or how to go on from there.

TYPES OF LD

1. AUDITORY PROCESSING DISORDER

also known as Central Auditory Processing Disorder, this is a condition that adversely affects how sound travels unimpeded through the ear, processed or interpreted by the brain. Individuals with APD do not recognize subtle differences between sounds or words.

2. DYSCALCULIA

A specific learning disability that affects a person's ability to understand numbers and learn math facts. Individuals with this type of LD may also have poor comprehension of math symbols, organizing numbers, difficulty telling time, counting, etc.

3. DYSGRAPHIA

A specific learning disability that affects a person's handwriting ability and fine motor skills.

Problems may include illegible handwriting, inconsistent spacing, poor spatial planning on paper, poor spelling etc.

4. DYSLLEXIA

A specific learning disability that affects reading and related language-based processing skills. This severity can differ in each individual but can affect reading, fluency, decoding, recall, writing, spelling etc. It is also referred to as a Language-Based Learning Disability.

5. LANGUAGE PROCESSING DISORDER

A specific type of auditory processing disorder (APD) in which there is difficulty attaching meaning to sound but in language processing disorder (LPD) relates only to the processing of language. LPD can affect expressive language and/or receptive language.

6. NON-VERBAL LEARNING DISABILITIES

A disorder which is usually characterized by significant discrepancy

between higher verbal skills and weaker motor, visual-spatial and social skills.

7. VISUAL PERCEPTUAL / VISUAL MOTOR DEF

A disorder that affects the understanding of information that person sees, or the ability to draw or copy. A characteristic seen in people with LD such as Dysgraphia or Non-Verbal LD, it can result in more subtle differences.

8. RELATED DISORDERS

• ADHD

A disorder that includes difficulty staying focused and paying attention, difficulty controlling behavior and hyperactivity.

• DYSPRAXIA

A disorder that is characterized by difficulty in muscle control, which causes problems with movement and co-ordination, language and speech, and can affect learning. Dyspraxia often exists along with dyslexia, dyscalculia or ADHD.

• EXECUTIVE FUNCTIONING

An inefficiency in the cognitive management system of the brain that affects a variety of neuropsychological processes such as planning, organization, strategizing, paying attention and remembering details, and managing time and space.

• MEMORY

Three types of memory are important to learning: working memory, short-term memory and long-term memory are used in the processing of both verbal and non-verbal information. If there are deficits in any or all of these types of memory, the ability to store and retrieve information required to carry out tasks can be impaired.

INDIVIDUALIZE EDUCATION PROGRAM (IEP)

• ACCOMMODATIONS

Accommodations allow a student to complete the same task as their typical peers but with some variation in time, format, setting, and presentation. The purpose of an accommodation is to provide a student with equal access to learning and equal opportunity to show what they know and what they can do.

Accommodations are categorized in two ways:

1. **Variations in time**: adapting the time allotted for learning or testing.
2. **Variation of input**: adapting the way instruction is delivered.

3. Variation of Output: adapting how a student can respond to instructions.

4. Variation of Size: adapting the number of items the student is expected to complete.

Examples of accommodation include additional time to complete assignments, provision of notes or outlines, untimed tests and reduced number of test questions.

INSTRUCTIONAL STRATEGIES

FOR LEARNING DISABILITY

- Move around in the classroom to maintain your visibility.
- Teach thematically whenever possible, allowing for integration of idea/concepts and connections to be made.
- Present at a lively, brisk pace
- Be prepared and avoid lag time in instruction.
- Use pictures, diagrams, gestures, manipulatives and high interest materials.

REFLECTION

From this practical, that project on learning disabilities, I learnt a lot of things. There are mainly 4 learning disabilities that can be identified in students after the completion of my project. I came to know and understand the different problems and disabilities students face everyday while learning.

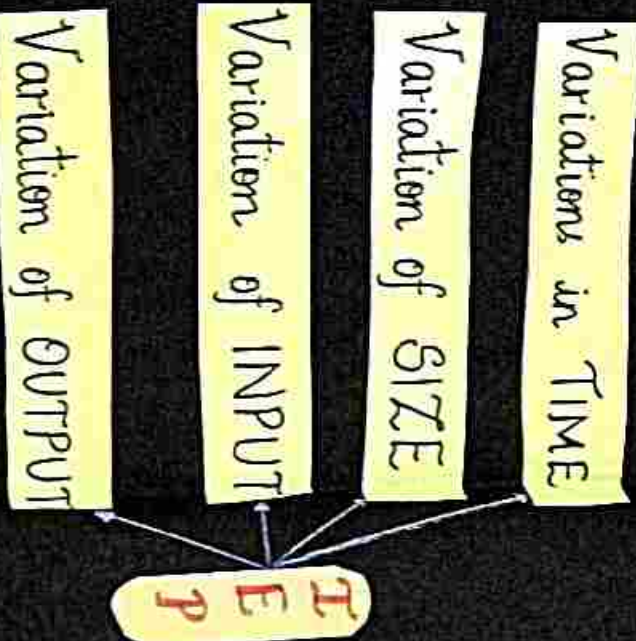
It also enlightened me on the symptoms and signs that will help me to identify the LD in students. The related disorders like ADHD, Dysgraphia etc. were also written about.

Most importantly it equipped me with the different IEP and instructional strategies and accommodations I can make for my students who face learning disabilities of different kinds.

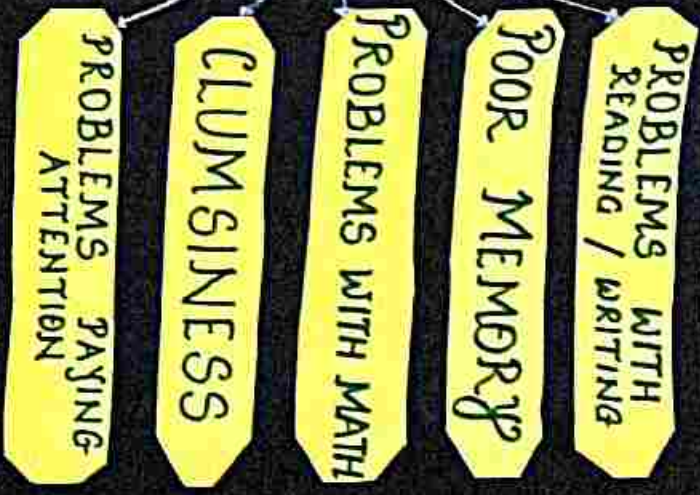
As a teacher, this project has significantly helped me to become aware of student's different needs and how I can make this learning experience better and effective.

MEANING

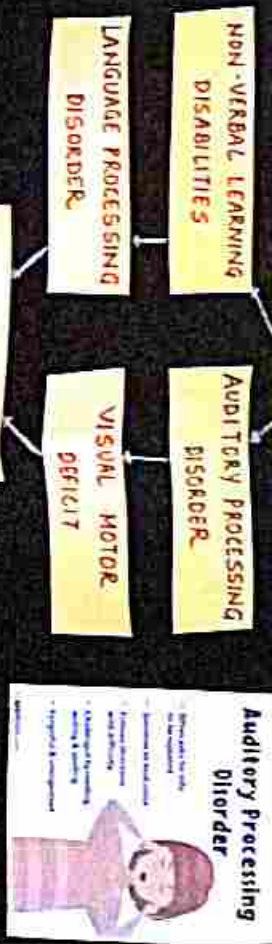
Learning disabilities are disorders that affect the ability to understand or use spoken or written language. Do mathematical calculations. Co-ordinate movement etc



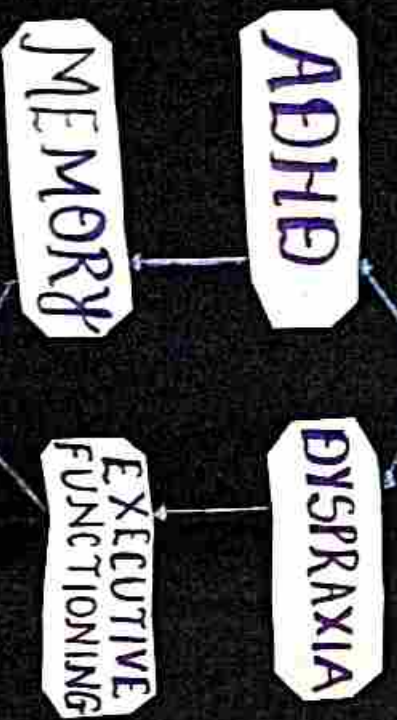
SIGNS



TYPES



RELATED DISORDERS



DYSCALCULIA



DYSGRAPHIA



DYSLEXIA



ARIHANT EDUCATION FOUNDATION

NAME OF COLLEGE: Arihant College of Education
 EXAMINATION: Written Test
 COURSE NO.: 203
 COURSE NAME: School and Inclusive School.
 ROLL NO.: 09
 DATE: 12-04-2023
 INVIGILATOR'S SIGN.: @Telang
1214123

Q.NO.	01	02	03	04	05	06	07	08	09	10	Total Marks (In- Figures)	Total Marks (In- Words)	Signature
Marks Obtained	10½	11½	11½	10	11½						55/80	Fifty five	@Telang

(Start Writing From This Page)

Q.1.	CONCEPT OF INCLUSIVE EDUCATION
Ans:	Inclusive Education means education which focuses on a child's all round personal, academic and professional development irrespective of their age, caste, creed, religion, gender, disability etc. It means that all children will study under one roof irrespective of where they come from. No student will be denied admission due to his disability. Students of different strengths and weaknesses will study together under one roof in one classroom/school.

INTEGRATED EDUCATION

INCLUSIVE EDUCATION

Meaning

- | | |
|--|---|
| 1. Integrated Education means that some exceptional students will learn with general students full or part time. | Inclusive Education means that all students irrespective of their age, caste, disability will learn together. |
|--|---|

Education for all.

- | | |
|--|---|
| 2. Integrated Education does not really provide education to those who are away from education for any reason.
Eg: disability, poverty. | Inclusive Education provides education to those who are away from school. |
|--|---|

Concept

- | | |
|--|---|
| 3. Integrated Education is not a very broad concept. | Inclusive Education is a broad concept. |
|--|---|

Curriculum

- | | |
|--|---|
| 4. No special curriculum is designed for exceptional / special students. | Special and flexible curriculum is designed for special students. |
|--|---|

Trained Teachers.

No special training is given to teachers in integrated education.	Teachers are trained byorehand in inclusive education.
---	--

System

In integrated education, students are blamed for not coping well.	In inclusive education, the educational system is blamed if students cannot cope well.
---	--

Assisted Technology

Integrated education does not take any special efforts or provide special assisted technology to students.	Inclusive education makes sure all students needs are met and cared for.
--	--

* BENEFITS OF INCLUSIVE EDUCATION FOR GENERAL STUDENTS.

1. Awareness of differently abled students / disabilities.
When general and special students learn together, the general students get to know the different disabilities and existing in societies.

2. Learn how to help them.
The general students learn how to interact, communicate and help students with special needs. They become sensitive to their sufferings and the different challenges faced by special students and in turn they learn how to help them.

3. Diversity
In inclusive schools, the general students get to learn with children coming from different cultures and backgrounds. It expands their knowledge.

4. Motivation
By watching and observing the exceptional students, the general students are motivated.

- learn sign language and its
- learn about different disabilities
- to try more in life
- to make a difference in society

5. Good citizens/ leaders.
If children learn in school how to include special children instead of ignoring them.

they will become good citizens and leaders in the future and will try to bring about a change.

* BENEFITS OF INCLUSIVE EDUCATION FOR DIFFERENTLY ABLED STUDENTS

1. Feeling of Inclusion
Students will have the feeling of being included instead of feeling isolated. They will learn that they are not different and will learn to adjust with others.
2. Motivation
Special students when they see other general students they try to be like them and are motivated to learn like them.
3. Learn how to interact and adjust
Special students learn how to adjust with society which functions a little differently than them. It will help them to be adaptable in society and learn how to adjust.
4. Make good circle of friends
Students with special needs when paired with general students will make memorable friendships.

with them. They will learn to ask for help and feel loved and included.

5. Boosts confidence; self-esteem. Students will become more confident and their self-esteem will increase if they learn with other students. They will learn that they are equal and not different from society.

1/2

INCLUSIVE INSTRUCTIONAL STRATEGIES FOR INCLUSION OF DIFFERENTLY ABLED STUDENTS:

17 CIRCLE OF FRIENDS

Circle of friends are those friends in group who you trust and do things together. I will use the strategy in the following ways:

1. When students learn in groups with the people they trust, their confidence is high and they are creative because they don't second guess themselves.
2. I will pair differently abled students with general students and give them certain ice-breaker activities to strengthen their bonds.
3. Students learn much better in groups because work is distributed and there are students to help them.
4. If a differently abled student is lagging behind or facing some difficulty, the other students can help him instead of him figuring things out alone.

2. BUDDY SYSTEM

Buddy system is a system where a special need student is paired with a general student who acts like his 'buddy'.

- i) I will assign a buddy to a special need student who will help him in the classroom and outside in different activities.
- ii) The buddies will complete different tasks together.
- iii) The differently abled students will not feel excluded in the classroom or alone because of his friend.
- iv) Special needs students will learn to work with a student who is different from him and vice versa.
- v) The students will learn to trust each other, be a support system and learn to rely on one another. The feeling of mutual understanding and equality is built.

4. BLENDED LEARNING

Blended learning is a mixture of both face to face interaction and use of different technologies.

- i) Different audio aids will be used for visually impaired students.
- ii) Different videos / visuals with captions will be used for hearing impaired students.
- iii) Re-lectures can be recorded for slow learners or children with different learning disabilities.
- iv) Assessment can be done using innovative techniques so that each student is evaluated properly.
- v) Use of different technological aids help to meet the students of all students.
- vi) Online worksheets with are creative and provide instant assistance will be used for different students.
- vii) For kinesthetic learners, differently activities can be conducted in the classroom along with smart learning

Ques: 2] ISSUES REGARDING INCLUSION IN INDIA.

- 1] Attitude of People.
There are still people in India who think that differently abled students don't deserve equal opportunity. They ignore and isolate them.
- 2] Lack of Government Planning
Even after so many acts and policies, lack of proper planning and implementation of them by the government is not done.
- 3] Lack of Inclusive Schools
There are still not many inclusive schools in India due to lack of funds, infrastructure etc.
- 4] Lack of Proper School Infrastructure
Due to improper school infrastructure, the special needs students cannot learn in general schools.
Eg: lack of ramps, different aids etc.

5] Funding

There are not enough funds to open an inclusive school or to make an already existing school an inclusive one.

6] Lack of Trained Teachers

Teachers need to be given proper pre and in-service training to become competent enough to deal and handle special students.

7] Negative attitude of Parents

Sometimes parents are ashamed or are scared to send their children to schools. It becomes an issue.

8] Peer - Pressure / Teasing

Some students tease and exclude children with special needs. They will call them names and purposely make things difficult for them.

9] Technology

Lack of technology in schools also becomes an issue. It is important for the classrooms to be equipped with different technology to meet the needs of differently abled students.

107 lack of proper instructional strategies. Some teachers still stick to old traditional methods and 'chalk and talk' method. But it does not meet the need of all students and does not support inclusive education.

* AS A TEACHER I WILL BRING AWARENESS ABOUT INCLUSION IN THE COMMUNITY IN THE FOLLOWING WAYS

1. VOLUNTEERING ACTIVITIES

I can take students (both general and special) for different community service activities like cleaning, rallying to children orphanages homes as volunteers so both the community and students are exposed to each other.

2. Organize workshops in School

I will organize different workshops in School which are open for all. The children can conduct some activities and interact with the community.

3. Organize field visits / picnics

I will take the students out as much as possible so they are exposed to different community people and the community also learns about them.

4. Participate in different social services
The Government conducts many activities for people especially on Independence and Republic Days. I can take my children there and get them involved in different activities.

5. Speeches / Rallies / Plays
Different activities like street plays, Rallies, Speeches can be organized with the help of the students in the community.

11 1/2

Ans 4]

ASSISTIVE TECHNOLOGIES FOR INCLUSIVE EDUCATION

Assistive Technologies are defined as those equipments, instruments, facilities, technology which help improve the academic functioning of a specially abled child.

In short, the technology which assists the differently abled students in learning is assistive technology.

Eg: The Braille system, different hearing aids, audio-visual aids, worksheets, workbooks, number system, blocks, educational toys and games.

Anything and everything that makes life easy and learning easy of exceptional students is called as Assistive Technology.

Eg: Ramps, canes, crutches for orthopedic children also come under Assisted technology.

These technologies make for an inclusive education, it ensures all needs of all students are met.

VAK MODALITIES FOR SUCCESSFUL INCLUSION.

- V - Visual learners
- A - Auditory learners
- K - Kinesthetic learners

VAK Modality ensures that all learners - Visual, Auditory and kinesthetic [tactile] learners learn in a classroom. It makes sure that the needs of all learners are met successfully.

The curriculum and lessons are designed in such way that all students capacities, abilities, strengths and weaknesses are cared for.

The teacher uses VAK:

- V - Visual learners.

The teacher makes sure that she plans and designs lesson which has colourful pictures, videos, ^{captions, texts} charts for students who learn using their eyes.

- A - Auditory learners.

Teacher ensures that her lesson has different songs, speakers, videos. She will make sure her speech is clear, fluent and she repeats

instructions. She will try to minimize distractions and background noises for such learners.

K- kinesthetic learners
In an inclusive school, teachers will use different objects students can manipulate. She will conduct different learning activities and make learning more fun and active. She will take students out sometimes to learn and explore surroundings.

The audio - visual learners also learn to adapt and become familiar with their surroundings.

ARIHANT EDUCATION FOUNDATION

NAME OF COLLEGE: Arihant College of Education
EXAMINATION: Written Test
ROLL NO.: 09
DATE: 12-04-2023
INSTITUTE NAME: School and Inclusive School
INVIGILATOR'S SIGN: _____

O.	01	02	03	04	05	06	07	08	09	10	Total Marks (In- Figures)	Total Marks (In- Words)	Signature

(Start Writing From This Page)

Q1 answer the following questions.

Q1 PWD ACTIVITIES 1995.
[Persons With Disabilities Act 1995]

The Persons with Disabilities Act 1995 is applicable to all states, except the state of Jammu and Kashmir.

It ensures equal rights, protection of rights and opportunities of all persons with different disabilities.

Different policies, schemes are organized to make sure that all people get equal rights.

It follows 'no reflection' policy.

Ans: b] Need for Inclusive Education

- 1) Equal opportunities Inclusive education is needed so all the students get equal opportunities in society.
- 2) Education for all. Inclusive education ensure that all students irrespective of their age, caste, religion, disabilities learn together.
- 3) Economic Growth. If all students get proper education, they will contribute towards national income by working proper jobs and hence will help Indian economy to grow.
- 4) Differently abled students don't feel neglected. If all students learn together, the feeling of isolation and neglect of exceptional students will go away.
- 5] Boosts confidence of children

11 differently abled students
have to group with other students
It will increase their self-esteem
and confidence. They will learn how
to function in society.

Q How will I identify a dyslexic
student in class?

11 If a child makes a lot of
spelling mistakes.

2 He sometimes writes 69 as 96 or
27 as 72 or bat as dab or
pat as bat.

3 He has difficulty in writing
simple words.

4 Sometimes skips letters/alphabets
unintentionally.

5 Has difficulty in reading simple
sentences.

6 Slow reading.

7 Drags words / sentences.

8 Will get confused between d, b, p, etc.
etc.

9 Jumbles words

10 Slow in identifying alphabets.

Ans e)

CHARACTERISTICS OF INCLUSIVE SCHOOL

1. Welcoming attitude
An inclusive school has a welcoming attitude as it welcomes all students from different backgrounds and disabilities.
2. Infrastructure.
An inclusive school has a proper infrastructure - ramps near staircases, proper railings, big corridors, classrooms to assist all students.
3. Trained staff and Teachers.
All the teachers and staff of an inclusive school are properly trained in handling special students.
4. Technology equipped classroom
The classrooms are equipped with smart technology to assist students with different learning disabilities and to meet all learning needs.

Flexible and Creative Curriculum.
Curriculum is specially
designed for all learners, so that
it meets all their needs.

Importance of In-service teacher
training program for inclusive teacher:

In-service training means
the training given to teachers
after they join their job (start
working).

In-service training is important
because it refreshes teacher's
knowledge.

Teachers are trained specially to
deal with the disabilities already
existing in that school.

Teacher becomes aware of different
challenges and learns how to face
them.

Teacher learns different and innovative
teaching strategies to help students
in classroom.

Teacher learns how to make effective
use of technologies existing in the

schools to plan her lessons.

5] She is trained by someone who already has experience in how to work in inclusive school.

7] Teacher can clear her doubts ~~before~~ she

8] Teacher expands his knowledge and learns how to teach his inclusive classroom.