



## Inclusive Curriculum Area in General Educational Settings

GIRDHAR LAL SHARMA

Research Scholar, NIMS University, Jaipur  
EMAIL:- [Sharma\\_Girdhar@yahoo.co.in](mailto:Sharma_Girdhar@yahoo.co.in)

### Abstract:

*One of the basic objectives of Inclusive Education is not only 'Education for All' but also 'Quality Education for All'. It is the field for realization and achievement of social equality; as a working ground for what our constitution has legalized with regard to the opportunity to education. The word 'Inclusion' implies being a part of something or being embraced into the whole inclusive education has emerged as a reaction towards the limitations of special education where disabled children have experienced exclusion and segregation from main stream and their peer group.*

Key Words : Inclusive Education, Computer, Story books, Sand Pebbles, Devices.

21st century acts as long as a gateway towards development and innovative in technical as well as educational field. Education no longer remains trapped in the traditional beliefs and values. The present day society advocates on educating all children in the same environment, especially the vulnerable and the marginalized groups.

In Article 2 of the convention on the Right of the child (U.N.1989) it was indicated that no child should be discriminated. The 93rd amendment of Indian constitution has made education a fundamental right for all children. The provision of 'Education for All' (EFA) and 'Universalization of Elementary Education' (UEE) have made mandatory to bring all children to school. Good education means to take care of needs of all children especially

those who belong to 'deviant' or 'deficient', known as special or exceptional children. The provision of special classes and special schools came out of general school system, which could not address their need as well as Integrated system could not do so well so far for the fulfillment of the personal and educational needs. Now the focus has shifted to Inclusive education.

In 1994, at the UNESCO World Conference on special needs education, held in Salamanca (Spain), India is a signatory to the Salamanca statement and framework for action on special needs education that emphasize quality education for all. Based on the premise of 'Zero Rejection Policy' so that typically no student is excluded from the general education environment.

The concept of Inclusive education is based upon the Popular dictum Access to Education is an Access to Success'. The segregated specialized education creates a underclass of students with the strong message that they do not 'FIT' or 'BELONG' to a common class of students. It hampers the self-esteem and self-worth of the students who do not fit the 'MOULD'.

One of the basic objectives of Inclusive Education is not only 'Education for All' but also 'Quality Education for All'. It is the field for realization and achievement of social equality; as a working ground for what our constitution has legalized with regard to the opportunity to education.

The word 'Inclusion' implies being a part of something or being embraced into the whole inclusive education has emerged as a reaction towards the limitations of special education where disabled children have experienced exclusion and segregation from main stream and their peer group.

Please cite this Article as : GIRDHAR LAL SHARMA , Inclusive Curriculum Area in General Educational Settingsr : Indian Streams Research Journal (Aug. ; 2012)



A Teacher can mould future generations of the nation according to the goals and ambitions of the society. Therefore a strong society linkage is always in the Primary agenda of any education policy to make it more relevant and need based, hence for this purpose, there has been a continuous demand for a flexible curriculum to accommodate changed perceived in every sphere of life.

The concept regarding curricular it must be functional for special education learners in the sense of addressing basic self-care, the trend is to include mildly retarded learners with their general education peers in regular class with support services provided by special education curriculum options now and reflect modifications in regular courses content and identifying the important objectives that meet a retarded learner's daily living needs. It is more than the text books, more than subject matter or course of study. It is the totality of all learning experiences to which students are exposed in the class-room, in laboratory, in library and on the play ground.

Good accommodating and modified curricular in education is one of the prime need for the exceptional children.

- Availability of proper learning material such as the blind may need Braille books, Braille slates, Abacus etc.

Visually impaired child may need spectacles or a magnifier.

- Hearing disabled may need a hearing aid or an amplifier.

Curricular activities also include adequate participation in academic and non-academic activities within and outside the school. These children need timely help, proper guidance and counseling services to solve their personal, educational and social problems.

Curricular adaptation is related to the needs of students to provide proper opportunities to utilize and develop their potentialities.

Curricular concern is one of the significant part in various multidisciplinary approaches in inclusive education, curriculum should be framed as multi-level, flexible and should provide adequate facilities regarding reading material, students must be taught manual skills, they must be taught manual skills, they must allow to take part in co-curricular activities, co-operative social interactions, integrated and team effort. It is a purchased

package of materials, objectives and activities that guide the teacher's instructions, developing communication skills, behavioral skills developing fundamental skills such as reading, writing, arithmetic recreational skills along with care skills.

An Inclusive approach to curricular design assures the standards upon which curricular is developed, first is content standards and another is performance standard. Content standard is related to knowledge and skills that students have to acquire and performance standards define desired level of expected achievement.

Inclusive education cannot be provided with the help of traditional curriculum, as it does not cater the needs of special children, so it is necessary to bring reforms in curriculum. The following measures can be taken to reform or improve the curriculum.

Multi-level and flexible curriculum

- Co-operative curriculum
- Adequate facilities
- Providing proper reading material
- Participation in games
- Participation in co-curricular activities
- Use of maximum teaching aids.

Inclusive education curricular is about developing values of mutual self-respect, dignity and creating an inclusive society. It is not limited to physical integration but also extends to social inclusion of students with special education need.

General flexibility has to be accepted in the curriculum content, delivery, pace of instruction and evolution to match the diverse needs of all students there will always be some foundations that have to be provided, which function as basic building blocks for the construction of curricula, it is not an activity of conceptual clarification, rather an activity of theory construction. Curricular concern is concerned with three kinds of purposes; preparation for the world of work, preparation for the life of virtue and preparation for the life of imagination.

There are different curricular adaptations at various levels i.e., Pre – school, Primary and Secondary school level which include:-

- Syllabus, methods and techniques of teaching.
- Co-curricular activities.
- Evaluating procedure.
- Teaching learning material.

The special Pre-school for children is planned for duration of four to five years. The teacher student ratio of 1: 4 or 5 is maintained in preschools.

It is specially aimed at developing functional language so as to facilitate the development of communication skills, drill work is done through play way method, mathematical skills, environmental studies and physical activities are included to provide experiences. Parents are also encouraged to become equal partners in the educational process. At secondary level there is a flexibility to choose higher or lower level of language. Various vocational subjects are offered.

In co-curricular activities drawing and craft work are considered as supplementary at pre-school and primary level, competitions are organized at secondary level and outdoor sports are also conducted. Inter and intra school competitions are specially undertaken.

Continuous and ongoing evaluation is a regular feature of special education at all levels. The assessments are made both individually and in groups. Various standardized tests and teacher made tests are used. Worksheets are prepared by the teacher. At secondary level marks of same subjects like math, home-sciences are combined with vocational subjects.

For the adaptation of teaching learning materials amplification devices being installed in pre-school classes. Story books, scrap books, stones, sand pebbles or a variety of material is used. These days even computer assisted instructions are given to the children at secondary level.

Thus the curricular concerns related to inclusive education no longer provide "Regular Education" and "Special Education" by ensuring that all students learn and participate together.

### CONCLUSION

Inclusive education does not involve any magic pedagogy. Inclusion signifies a change and when we say inclusion is occurring we mean greater participation of students with special education need in the culture and curricula of schools. This curricular system does not happen in vacuum. It requires careful reflection and preparation. So, inclusive education is not an end in itself but a means to achieve an end. It is a radical concept based on the creation and maintenance of inclusive society which will lead to Ideal inclusion.

### REFERENCES

- Curricular strategies and adaptations for children with Hearing Impairment, Rehabilitation Council of India, Kanishka Publications, New Delhi, 2006.
- Fundamentals of Inclusive Education, Jaswant Wirk, Alka Arora, Richa Sharma, Twenty First Century Publications, Patiala, 2010.
- Special Education in the 21st Century Issues of Inclusion and Reform. Margret A Winzer, University Press, Washington D.C., 2000.
- Special Needs Education, Elements, Dimensions and Trends Suchitra Desh-prabhu Kanishka Publishers Distributors, New Delhi, 2010.
- Quality Schooling A Pragmatic Approach to some current problems, topics and issues. David Aspin, Park Avenue, South New York. 1994.