

Inclusive Education: Concept , Need, Scope and NCFSE 2023

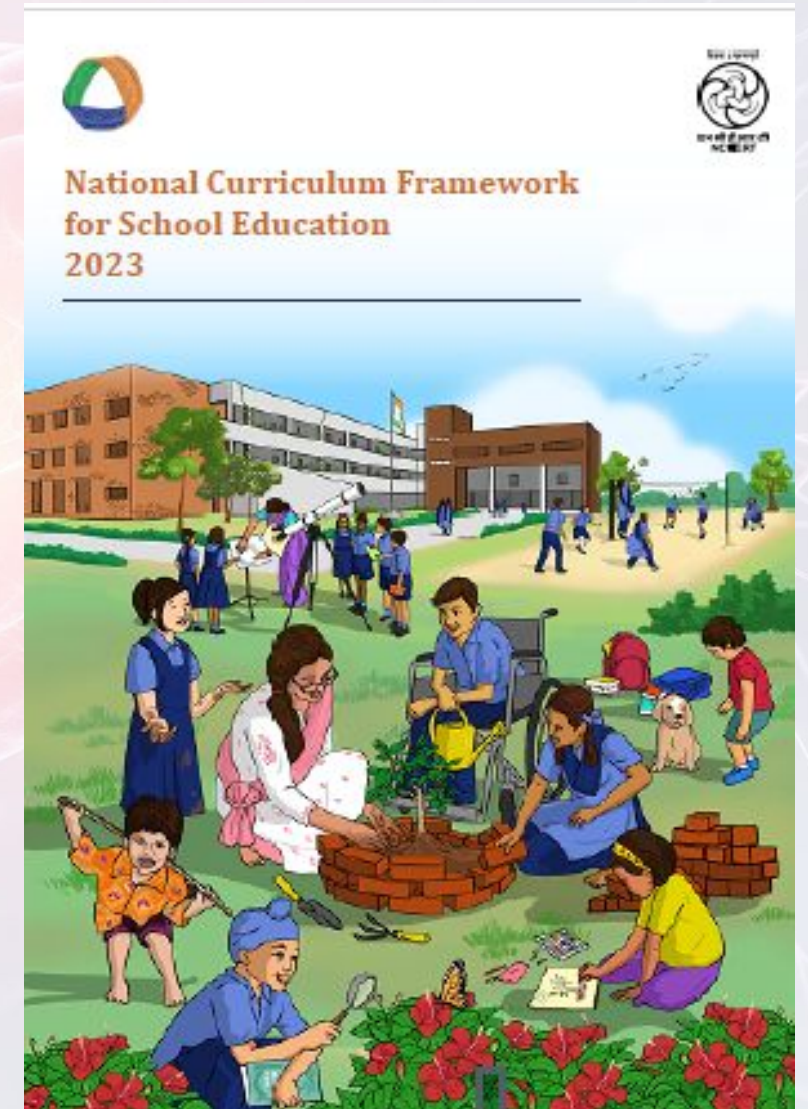
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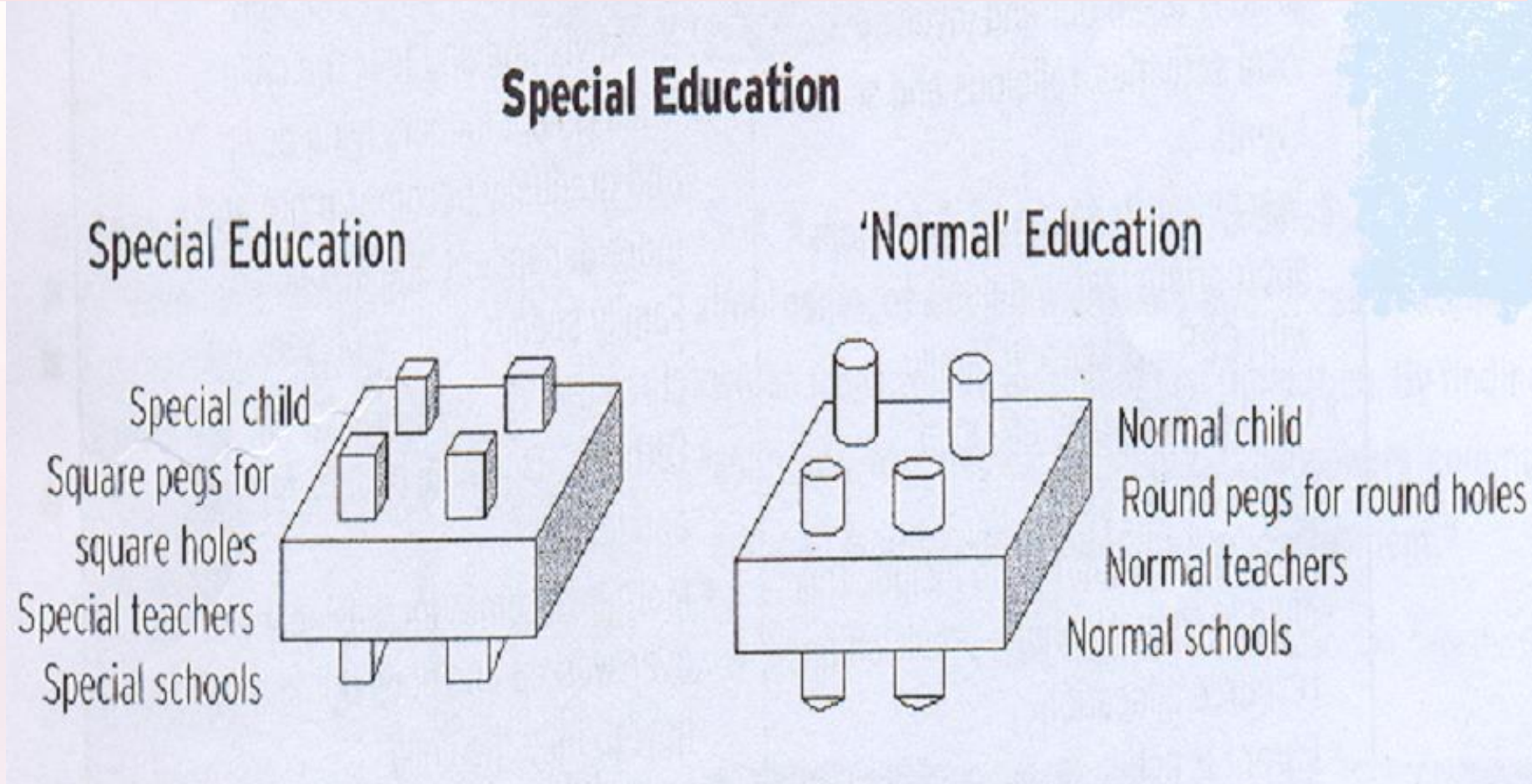
Member of Advisory Group



A stylized, glowing brain with neural connections, set against a background of soft, colorful bokeh lights. The brain is rendered in a semi-transparent, pinkish-red hue with a bright yellow glow emanating from its center. It is surrounded by a complex network of thin, white, branching lines representing neural pathways. The background features a gradient from light blue to light pink, with several soft, out-of-focus light spots in shades of yellow and orange.

Understanding Diversity, inclusion and equity

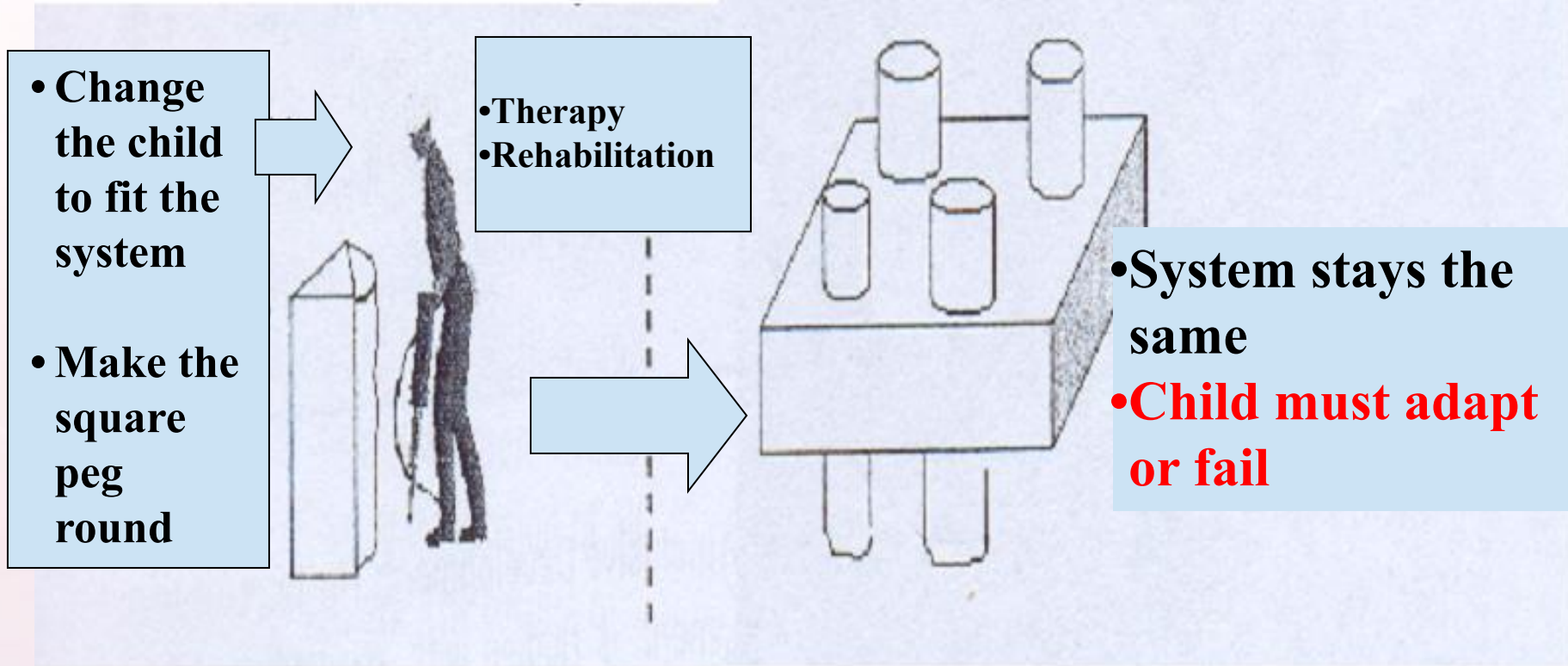
School Settings-Special Education



Source: Stubbs, S (2002) Inclusive Education: *Where there are few resources*; The Atlas Alliance, in cooperation with NAD

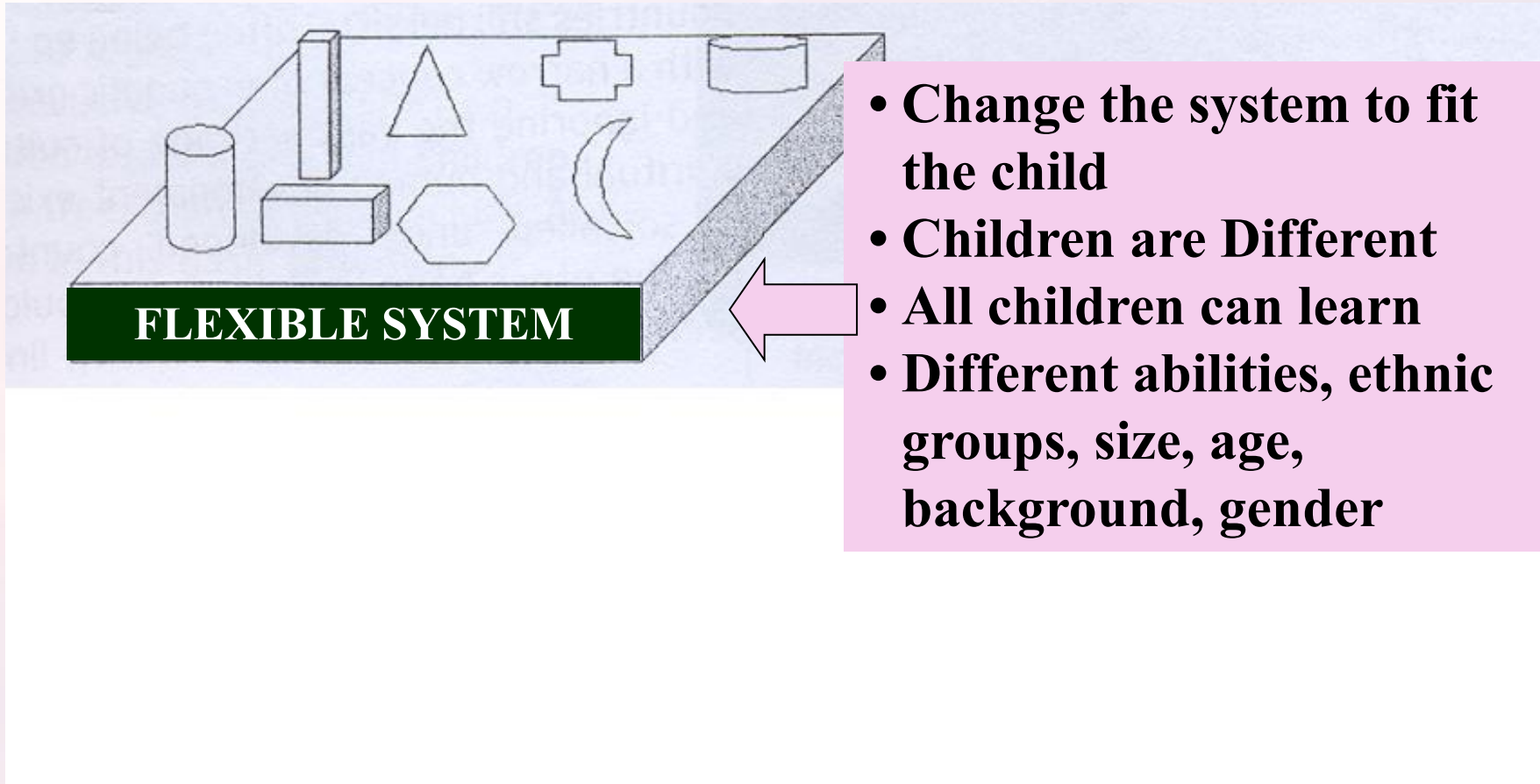
Indonesian Context Source: Implementation of IE in Indonesia-A persons Disabilities perspective; A presentation material by Didi Tarsidi

School Settings-Integrated Education



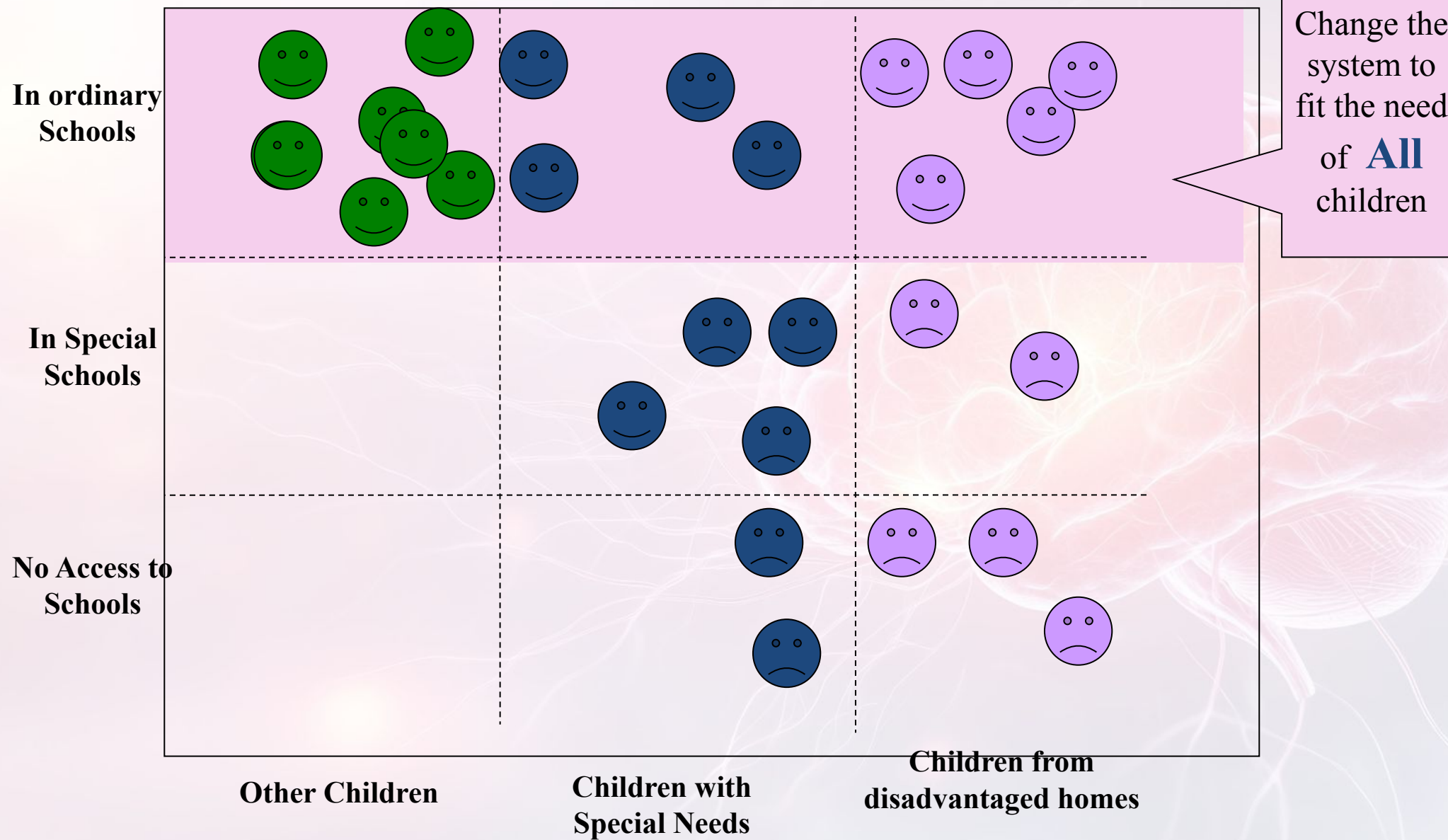
Source: Stubbs, S (2002) *Inclusive Education: Where there are few resources*; The Atlas Alliance, in cooperation with NAD

School Settings-Inclusive Education



- **Change the system to fit the child**
- **Children are Different**
- **All children can learn**
- **Different abilities, ethnic groups, size, age, background, gender**

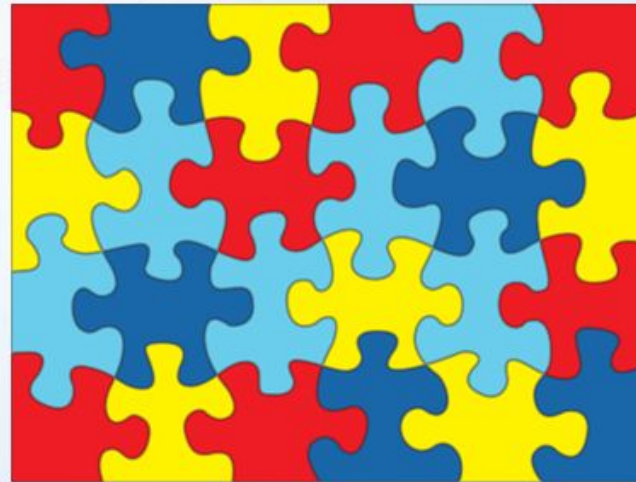
Moving towards inclusion: Change the System and not the child



DIVERSITY



INCLUSION



In an inclusive classroom, diversity is valued and accommodated. All children feel supported and safe and this encourages them to do better.

Inclusive Education-International & National Agenda

SDG Goal 4

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

NEP 2020

“Equitable and Inclusive Education- Learning for All- Provide Children With Disabilities, the same opportunities of obtaining quality education as any other child”(para 6)

RPwD Act 2016

Schools to provide inclusive education -students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of students with disabilities

The common thread that runs through Acts, Policies and Conventions is provide
“Equitable Opportunities and Inclusive Education to All Children ”

Diversity in the classroom

Diversity in classroom can occur in terms of :

- **Academic Needs:** differences in the levels of understanding of academic content.
- **Physical Needs:** children with disabilities (CwD) might need modified infrastructure or classroom layout for a quality learning experience.
- **Psycho-Social Needs:** Some learners may need extra attention and care depending on their predisposition and socio-emotional needs.
- **Economic categories and backgrounds.**



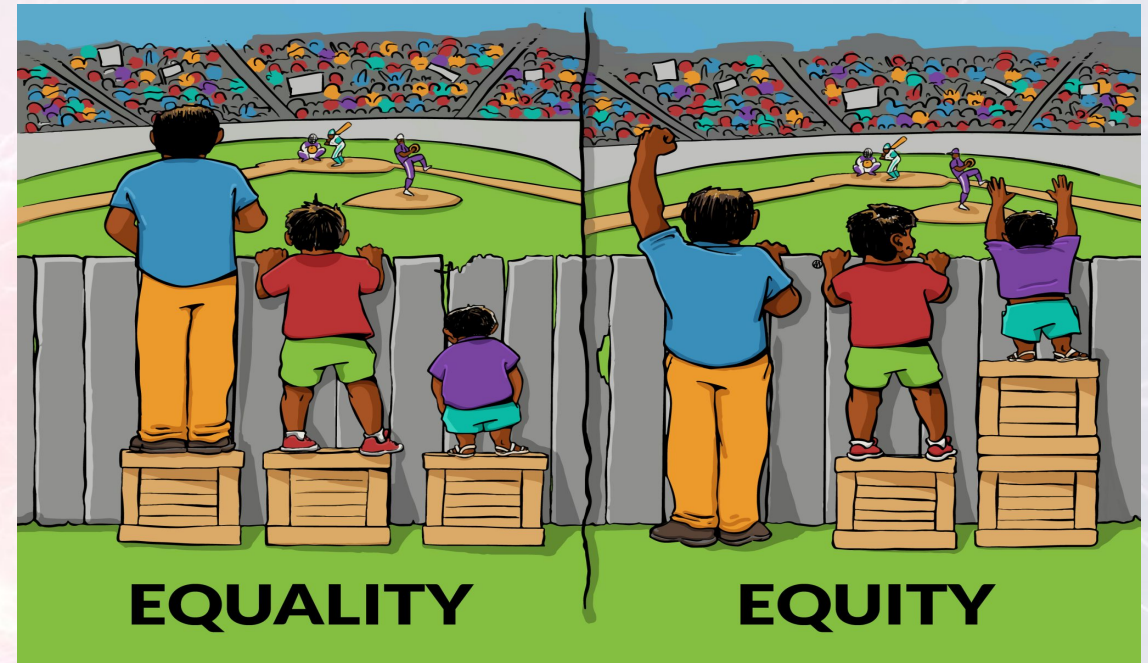
Inclusion

- Inclusion refers to putting students with special needs in the general classroom and providing them with equal learning opportunities.
- In an inclusive classroom, general education teachers and special education teachers work together to meet the needs of students.
- The general principle behind inclusive classroom is that all students learn differently and the system must aim to accommodate their learning needs in the classrooms.



EQUITY IN CLASSROOM

- Equity in the classroom requires putting systems in place to ensure that every child has an equal chance for success.
- It requires understanding that every child may face unique challenges and therefore necessary support must be provided accordingly to overcome barriers.
- While educators may not be able ensure equal outcomes for all, they should strive to ensure that every child has equal opportunity for success.



NCFSE 2023 designed to enable easy implementation NEP 2020

- NCFSE 2023 provides guiding principles, goals, structure and elements for easy implementation of NEP 2020, which prioritizes equity and inclusion in all aspects of education
- Syllabi, Text books, workbooks, play materials and assessment methods are to be derived from the Curricula as laid out in NCFSE by the relevant functionaries at the state level
- NCFSE is in consonance with the provisions of the RPwD Act 2016 and endorses all its recommendations regarding school education
- NCFSE 2023 addresses education across the four stages 5+3+3+4 for age group 3-18 years

National Education
Policy-2020

National Curriculum
Framework-2023

Curricula

Syllabi

Text
Books/Workbooks

- **Physical access for all students with disabilities** is enabled through barrier-free structures as per the RPWD Act. Adequate attention must be paid to the safety and security of children with disabilities
- **Early identification and early intervention** for children with developmental delays, disabilities, and children at risk is a strong focus at the foundational and Preparatory Stages
- **Modification:** Changing the difficulty levels of the content or the expectations of learning of the student
- **Content Accommodation:** create born accessible content (Use of bigger fonts, use of assistive technologies)
- **Pedagogical accommodations:** Universal Design for Learning

• Inclusive Curriculum

- The NCFSE advocates for a curriculum that is inclusive, meaning it should be designed to cater to the diverse learning styles, abilities, and backgrounds of all students.

• Addressing Diverse Needs

- The NCFSE recognizes that students have varying learning needs and aims to provide a flexible and adaptable system that can accommodate these differences.

• Removing Barriers

- The NCFSE encourages stakeholders to identify and remove barriers that might hinder the participation of any student in the learning process.

• Promoting Equity and Respect

- By emphasizing inclusion, the NCFSE strives to promote equity, respect for diversity, and a sense of belonging for all learners

1. Rootedness in India and Indian knowledge System
2. Values and Dispositions
3. Learning and caring for the Environment
- 4. Inclusion in Schools**
5. Guidance and Counselling in Schools
6. Educational Technology in Schools



- Every child is capable of learning
- Children learn best when they are respected, valued, and involved in the learning process
- Equitable and non-discriminatory access to, both physical and curricular resources is essential
- Different aids for learning for students with visual, speech, or hearing impairment must be procured
- Students should be encouraged to ask questions, make mistakes, and try out ideas
- Students having other form of difference, for example, transgender students, temporary migrants, physical differences, amongst others should be included in the school



**All for the
Children
For All the children**

NEP 2020 and NCFSE 2023 lay focus on capacity building, collaboration & encourages use Indigenous approach to education

❑ **Teacher Training and Support**

- The NCFSE recognizes the crucial role of teachers in implementing inclusive practices. It calls for adequate teacher training and support to enable them to effectively address the diverse needs of students in inclusive classrooms. Collaboration and Partnerships

❑ **Collaboration between all stakeholders**

The NCFSE emphasizes the importance of, including teachers, parents, school management, and the community, to create a supportive and inclusive learning environment

❑ **Indigenous approach to Education**

- Encourages use of mother tongue as medium of instruction, integration of Indian Knowledge Systems (IKS)
- Use of local materials, arts, and crafts in curriculum
- Holistic, experiential, and context-based learning
- Inclusion of oral traditions, folk knowledge, and traditional ecological practices

NCFSE 2023 aligns with Indigenous and Inclusive Education

- **Promotion of Mother Tongue/Local Languages**

- Emphasizes teaching in **mother tongue or regional language** up to Grade 5 (or beyond)
- Supports **multilingualism**—a key part of indigenous identity

- **Integration of Local Knowledge Systems**

- Encourages inclusion of Indian knowledge systems, including tribal and traditional ecological knowledge
- Promotes experiential learning, crafts, and vocational skills rooted in local realities

- **Focus on Equity and Access**

- Targets **underrepresented groups**: SC, ST, OBC, girls, differently-abled, and minorities
- Recommends establishing **Gender-Inclusion Funds** and **Special Education Zones**

- **Inclusive Curriculum**

- Reforms curriculum to include diverse histories, perspectives, and contributions
- Recognizes the need for culturally responsive pedagogy

- **Community Participation**

- Encourages school complexes and local governance through School Management Committees (SMCs), involving tribal elders, local leaders, and parents

Different Scenarios

Scenario 3

An NGO working in Jharkhand sends across “accessible” learning resources to primary schools. These include Braille books in English, tablets, and some digital resources including audiobooks, e-books, and sign language videos for the foundational years.

When a school principal asked why all the material they have sent is in English, they said it would be good for the students to learn English from an early age.

What happened who forgot: Indigenous comes from the Latin word *indigena* which means ***spring from the land, nature !***

Different Scenarios

Scenario 1

A teacher's experience of how she could not relate to many parents when she sent written notices about holidays and about their children.

Instead she developed a colour code that would indicate the message and this helped her reach parents who were non-literate. Red token would mean to come immediately, green token indicated you and I are happy etc.

Scenario 2

A teacher asked one of her students' parents, a carpenter, to come and lead their math session one day

He explained the concepts of height, width, and area through simple every objects which he was knowledgeable about making.

This is an example of building on community knowledge which is already present in the classroom to learn new concepts.

Know All Your Learners

Ask Children to complete following sentences:

- I learn slowly when
- I learn quickly when
- Learning from textbooks is
- Learning in groups is
- I learn well from someone who
- I enjoy learning when

Source: UNESCO Resource Pack: Special Needs in the classroom



“Barkhaa Series” to “Barkhaa Series for All”



छुपन-छुपाई



गिल्ली-डंडा



मज़ा आ गया



मिली का गुब्बारा



मिठाई



बबली का बाज़ा



चाय



गोलगाय्पे



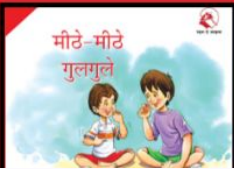
झूला



कूदती जुराबें

Level-1

Level-2



मीठे-मीठे गुलगुले



मुनमुन और मुन्



फूली रोटी



रानी भी



तोता



मोदी के मोड़े



मेरे जैसी



मिमी के बाल



सांसाब के जड़े



सोसिबो का जन्मदिन

UDL based adaption of 40 stories by DEGSN, NCERT



चावल



चिमटी का फूल



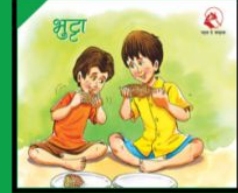
हमारी पतंग



हिच-हिच हिचकी



जीत की पीपनी



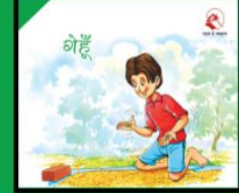
भुट्टा



चलो पीपनी बनाएँ



चुन्नी और मुन्नी



गेहूँ



मिली की साइकिल

Level-3

Level-4



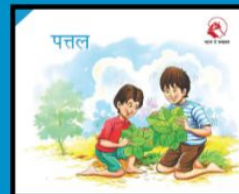
मोनी



ऊन का गोला



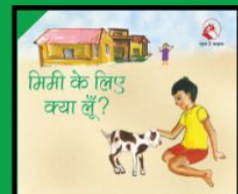
आउट



पत्तल



शरबत



मिमी के लिए क्या लूँ ?



नानी का चश्मा



पका आम



पीलू की गुल्ली



तबला

Digital version of all 40 stories can be downloaded from NCERT website

Playing Together

UDL BASED GAME- Snakes and Ladder

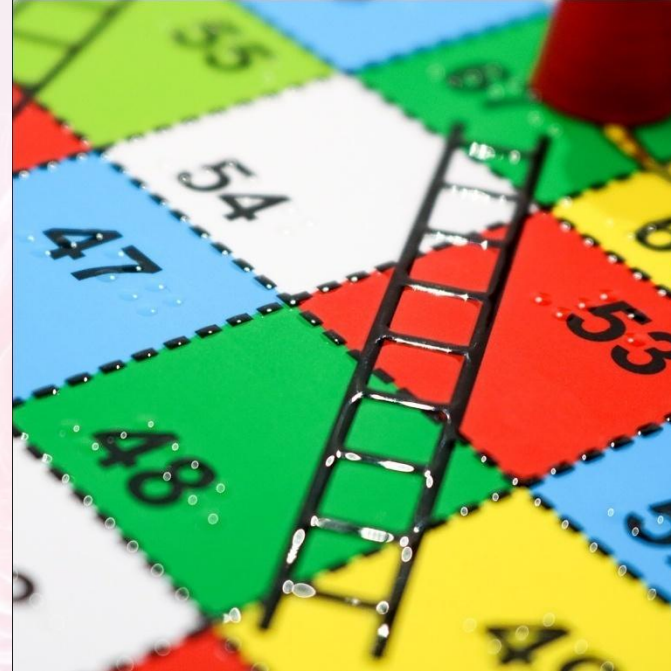
- Ramu a sighted child is playing with his board game Snakes and Ladder alone.
- Brij who is blind and much older, has just joined school. He comes and sits by Ramu in the class.
- **CAN THEY PLAY together?**



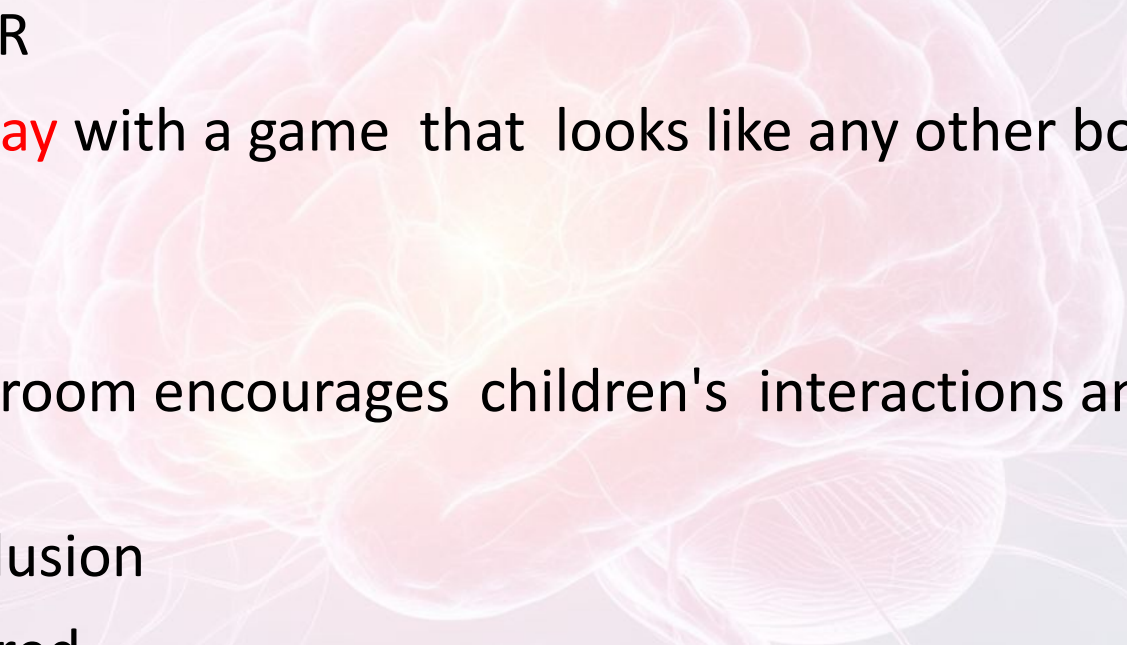
Both of them need to follow what is written and printed on the Playing Board. Additional features can facilitate their play together

Additional Features facilitate playing together

- Embossed Snakes and ladder on the playing board
- Dice is tactile and makes sound when toppled
- Tokens of the game are magnetic and do not fall off the board
- Tokens also have tactile marking to differentiate the color
- Packaging : allotted space for tokens and dice, portable and easy to carry



Playing Together : Lessons drawn

- WHILE CHILDREN PLAY TOGETHER
 - They realise that they **can both play** with a game that looks like any other board game.
 - OUR LEARNING
 - UDL material like this in the classroom encourages children's interactions and helps make learning fun!
 - Helps lay the foundation for inclusion
 - All children feel equally empowered
 - Subtly reinforces that no child needs extra help or assistance all the time!
- 

Way Forward

- Curriculum localization
- Tribal community involvement
- Alternative assessments
- Documentation of indigenous knowledge



Conclusion

- **NCFSE 2023 provides** framework for implementation of NEP-2020
- **True inclusion requires systemic change and local empowerment**
- **Inclusive Education is a celebration of diversity, inclusivity, and cultural respect.**
- **inclusive education can make learning meaningful and just!**

