

HEAD MASTER

The success of an inclusive institution depends upon the working skill and administrative ability of the head teacher and the other teachers.

The first task of the head master is to make the governing body aware of the aims and objectives of inclusive education and gradually transform the school into an ideal inclusive institute. He will also take into consideration the fact that all the classrooms are big enough with proper ventilation. He will take the measure of large number of chairs and tables, Blackboards, Projectors etc. According to the number of diverse handicapped students he will arrange proper teaching – aids.

The head master will be responsible for the safety and security of handicapped children while they are in school. He will administer the school keeping this responsibility in mind. He will make some arrangement of providing training of the few teachers who are willing to take training in special education. He may make some arrangement of providing stipends specially trained teachers to encourage them in this regard.

He will make the provision of Wheel Chair, Brail Board, Hearing Aids and the books made by big – size capital letters and lighting table for visually impaired children. There must be the provision of special toilet for the handicapped children.

There must be better provision of cocurricular activities and the school authority must watchover the fact that the handicapped children must take part in the activities. The hearing- impaired –children may take part in any kind of games and sports –this matter should be noticed and assured. There must be the provision of the training of dance, music and instrumental music for the visually impaired children.

Handicapped students who are extremely proficient in different activities should be falcitated in the annual prize distribution ceremony of the school. In

this way handicapped children are encouraged and will be able to adapt with the school environment properly.

CURRICULUM

The success of inclusive education depends upon the curriculum. The curriculum constructors should keep consideration of the matters and working skills of the handicapped children. If the curriculum is lengthened it will create pressure on the handicapped children, should be kept in mind.

One working and implementable curriculum will be constructed only when the teaching – learning standard of common classroom and teaching –learning of handicapped children in the resource room will be kept in mind .

One must have an elaborate concept of cocurricular activities and specific time must be devoted for that . The educationists who have researched on handicapped children, should be recruited for the construction of curriculum of the handicapped children. They will be able to understand the merits and demerits of them very well and provide importance of it.

SCHOOL ADMINISTRATION

The success of inclusive education depends upon more on school administration. Apart from the head master the teachers and the non teaching staffs will discuss the matters in the governing body of the school about the special measures which will have to be taken for the handicapped children in the school. Without the active cooperation of the governing body it is not possible for the school to run the programme of inclusive education in a school. For that reason the school administrators should have the concept of inclusive education.

Department of Education

From starting to ending all the responsibilities inclusive education in schools is on the department of education, State Government. Because the State Governments identifies eligible schools for conducting Inclusive Education. For this the necessary financial aid for this work is to be disbursed by the

state For the requirement of school the exact number of teachers minimally required to conduct the inclusive education programme in school should be trained in special education. The Department Of Education will allocate financial help to purchase different types of teaching aids for convenience of the teaching –learning of the handicapped children.

Overall, the regular inspection and supervision of inclusive schools must be done. The parents of the handicapped children must be made aware of these schools and it's activities and the time and processes of admission so that they are able to admit their handicapped children to these schools.

Role of teachers in Inclusive Education

Inclusive Education is that system of education where the handicapped children gets the opportunity to receive education side by side with the other normal children in the school. Reference may be made that the success of the programme of inclusive education depends largely on the teachers of the school. In this respect the teachers are to discharge the following duties duties and responsibilities :-.

1.Construction Of Curriculum – Keeping the real necessity into consideration the teachers of inclusive education sometimes have to make some additions and alterations if required. The flexibility justification and sense of reality is very much required for a teacher.

2.Communication with the parents – It is true that the completion of the teaching of the handicapped children not only depends on the the striving of the teachers but also on the conscious effort and strive of the parents. So, the efforts on behalf of the parents are very much required in this context. The advancement and the backwardness of the handicapped students and the methods followed in the different educational institutions must be made acquainted with the parents are the responsibilities of the teachers.

3. Communication with the school administrators - The developments and / or any specific problems or any components necessary for school education is the

responsibility of the teacher and he has to make the matters well acquainted with the governing body of the school.

4. Create Proper Environment –The teachers should observe that the handicapped children may get proper privileges in the classroom, the normal children does not joke or disturb or make any comment at them and the overall proper classroom environment is preserved and maintained in the inclusive school.

5. Development of Professional Skill - The teachers in inclusive education always implement the act of the programme related to that. Apart from the working, the teacher has to pursue the short term courses to improve their skill of working with the handicapped children.

Role of school administration in Inclusive Education

The school administration has tremendous important role in the administration of inclusive education. Mainly the environment for the implementation of inclusive education is created by the school administration. The school administration has to take the full responsibility to overcome all the barriers of education of the handicapped children with the normal children together in the same school. The remarkable role of the school administrators are as follows :-

- 1.To collect all the necessary financial contribution from the local authorities for inclusive education.
2. Recruitment of the trained and skilled teacher according to the nature of the handicap.
3. Arrangement must be made for short term course for the general teachers. Discussions and seminars must be conducted on inclusive education involving the teachers to increase the awareness among them and make the fact more important.
- 4.Giving more importance in and outside the classroom and provide necessary importance in the infrastructure.

5. Supply all the necessary teaching aids to the teachers to help in the task of teaching.

6. Necessary additions and alterations may be made in the curriculum considering the matter of the handicapped children.

7. Organise special check up camp to detect the nature and degree of handicap of the handicapped students.

8. Organise seminars involving teachers ,parents often.

9. To create interests among the handicapped children and their parents financial incentives are to be provided and arrangements must be made for that.