

## Role of Parents In Inclusive Education

The role of parents of the handicapped children is immense in the implementation of inclusive education. In another way it can be said that Inclusive Education is successful by the participation of the parents of the handicapped children. In some schools Parents Advisory Council is constituted by the participation of the parents where the teachers, the parents and the Governing Body proceeds to make education successful by exchanging opinion with each other. These are the following fields where the parents may extend their hands of help:-

1. Providing exact and accurate information about the handicap of the child.
2. It is the duty of the parents to inform the Head Master about the special needs of the child.
3. It is also the duty of the parents to inform the teacher about the type and degree of handicap and its characteristics.
4. Parents should regularly communicate with the teachers.
5. It is the responsibility of the parents to provide the information of task done at home after the school is over and coming out of the house just before beginning the school.
6. Provide proper and correct information to the teachers regarding the development and weaknesses of the child.
7. They should not only depend on the school alone for education but also proper environment must be created at home by the parents.
8. It is also the task of the parents to express proper attitude of cooperation and kindness to the other handicapped and normal children.
9. It is also the duty of the parents to cooperate the school authority fully.
10. The parents should take part in each and every discussion-session and parent- teacher meeting.
11. The parents should motivate and encourage the child to take part in the co-curricular activities.
12. The parents should communicate and keep in touch with the doctors and inform the school authority about his valuable suggestions.

The participation of the parents in Inclusive Education is a valuable matter in inclusive education. By exchanging the knowledge ,experience ,time ,labour between the teachers and the parents the children with special needs will get proper guidance .

## The Role Of Society In Inclusive Education

The commitment of a society is much more to the handicapped children. The family and the society can jointly perform to make a handicapped child selfdependent and self reliant. The positive attitude of society towards them may make them successful in life. The role of society is as follows : -

- 1.Each and every good-citizens should stand beside the handicapped children. They should be directly cooperated and should be helped to include themselves in the system of education.
- 2.The good citizens of the society should keep in touch with the school and the school authority and they will exchange the views and opinions with the school authority. Apart from that the society has to provide necessary good suggestions to the schools.
3. The handicapped children should be involved in the social works by which their self confidence should be aroused.

The parents and the society will provide good suggestions that their normal children should help and cooperate their handicapped classmates .

- 5.The other parents in the society should stand beside the parents of the handicapped children.
- 6.The handicapped children those who haven't yet enrolled themselves in school or, those who have left studies have to be enrolled in the Inclusive Schools.
7. the handicapped children should be facilitated in different social , cultural,religious ,sports and other competitive activities so that they are to be encouraged and interested in these activities.

## Pedagogical Techniques For Successful Implementation Of Inclusive Education

Many people express the opinion that though inclusive education is of different types and children from different background come to the Inclusive education and learn together .So it is not possible to provide education according to the needs and abilities of the children. In some definitions it can be stated that the characteristics of inclusive education is to arrange the education keeping in view with the needs and abilities of exceptional children including the handicapped children. To make these feature successful the educationists applied different

teaching techniques. As a result it is possible to provide education successfully. These pedagogical techniques are as follows :-

1. **Increasing the skill of teaching in general education :** The teachers of the general schools has the requirement of skill and training for the successful implementation of Inclusive Education. In 1998 NCTE has stated that before joining to the profession the matter of providing education to the children of the special abilities should be there in the curriculum of the teachers training course. After taking the necessary training teacher will identify the special needs of children in the classroom and can follow the right way of teaching them. The teachers with the special skill and experience will help the general teachers. The teachers who are not trained five to ten days course for training will have to be given to the teachers .
2. **Maintenance of NeedBased training :** Inclusive Education does not mean admitting the children of special needs and ptitudes and handicapped children to school. These children has to make habituated with the classroom environment. The needs all the children are not same. Their handicap is not same. Some of them need help all the time and some need slight help to proceed .For this reason need based help, technique of teaching is maintained. The success of this education depends on understanding the needs and providing education accordingly.
3. **The exchange of Human Resource and Physical resource:** This education is such a programme where the whole society has to be connected. The success of this education depends on thinking and communication of work of the social institutions which work for the development of the society. District Rehabilitation Centre, the workers of the Integrated Child Development {ICDS }, Local Primary Health Centre, Special Schools, Brail related institutes – all these institutions will work in mutual cooperation and communication with each other.
4. **Participation of the parents and the society:** The participation of the parents are very much required in this programme. Of inclusive education. As a result the number of inclusion increases and the outlook of the society towards the handicapped children is changed.
5. **Good relationship is established between the normal children and the special children and cooperative learning:** Normal children also may help in the education of the special children and may help them in this regard..Normal children may provide different concepts to the special children friends which is inot always possible for the teachers. In a largely populated country like India this kind of help of the normal children are very much required.
6. **Special Planning and arrangement of teaching aids:** Here different types of arrangements require for each and every type of handicapped children. For physical and orthopedically handicapped children special types of iifts staircases and ramps are required . The roof, staircases and the water reserviours should be properly guarded and the entries of these types of places should be restricted to the visually handicapped children. The should be made conscious about the locations of different things of the

school building. Side by side this has to be remembered that the arrangement for the handicapped children should not make inconvenience for the normal children.

7. **Flexible Curriculum and Cocurricular Activities** : Though the main aim of Inclusive Education is to make an arrangement of such a kind of education where all types of children will get same education. But in some cases special curriculum and co curricular activities are required. For eg. The children with hearing impairment may require special curriculum. On the other hand special provision must be made for drawing maps and lines in geography for visually handicapped children.
8. **Arranging Peer Tutoring** : In this case two, three or four students start working together. The base of peer tutoring is the mutual help and exchange of opinion among the students through education. The teacher decides that from where the education will start. The students will teach themselves, teacher observes frequently and evaluate and tells them where to end.
9. **Participation in cocurricular and cultural activities** : The maximum number of students take part in the cocurricula and cultural activities must be assured and observed.
10. **Flexibility of school regulations** : Remembering the individual difference the rules and regulation of schools and opportunities must be decided.
11. **Special educational needs** : By considering the special educational needs the obstacle of learning has to be minimized so that all the students may take part in the the learning situation.
12. **Consideration of individual differences as support service of learning** : By not considering the individual difference as obstacle but may be considered as the resource of learning.
13. **Emphasis on values** : This education will not only emphasise on academic achievement but also on value education.
14. **Applying many teaching techniques** : Inclusive education should be made more useful and effective by applying different techniques and viewpoints of the teaching learning processes.
15. **Use of the multiple sense organs** : Measures should be taken to use as many sense organs as possible in case of teaching and learning.
16. **BRENNAN { 1985 } has done four recommendations** : For eg.
  - a. The content of the curriculum should consider the experiences of all types of children of special needs.
  - b. The curriculum should be relevant of the children of special needs. All the children will understand that the curriculum is useful to all of them.
  - c. The curriculum will be practical and real. It should be according to the age and capability of the children and that can be achieved.
  - d. The objectives of teaching must be represented distinctly to the students.

17. **Use of Information Technology** ; The use of information technology is necessary for imparting education as required. The interaction of the children of special needs is very well performed by information communication technology. The information communication technology helps the children of special needs in the following ways :

a. Providing personal attention : The personal attention can be paid to these children by using information communication technology. Immediately the feedback will be supplied to the students to arouse motivation among them.

b. Check spelling : The spellings are corrected by using information technology. The word processor may be used for writing and by checking the words extra motivation of the students must be aroused. The students can directly read their own work and as a result their despair is minimized and their productivity is increased. Specially the children who are suffering from Dyslexia require this information communication very much.

c. Training of specific skills : By using special computer software the specific skill of special children is improved. These kind of software for all ages is now cheap and is easily available in the market

**19. Application of constructive Assessment :** The constructive assessment should be applied for understanding and identifying the progress of the special children.