

INCLUSIVE EDUCATION FOR DISADVANTAGED AND DIFFERENTLY ABLED CHILDREN: PEDAGOGICAL PRACTICES & PARADIGM

*Prof. Shakuntla Nagpal

*Former Head, DTEE, NCERT New Delhi.

**Mr. Dinesh Kumar

**Associate Professor, School of Education, Lovely professional University, Phagwara, Punjab.

Abstract

Inclusive education emphasize on education of children with disabilities and learning difficulties in the mainstream education. But, in the present times the concept of inclusive education has been broadened to include not only students with disabilities but those who are disadvantaged also. As per broader concept, the NCF 2005 stresses on the importance of including and retaining all students regardless of their physical, intellectual, social, emotional, linguistic or other conditions in mainstream through programmes that reaffirms the value of each child and enable them to experience dignity and exercise of human rights. This study critically analyze the experiences and challenges of disadvantaged sections, specifically schedule castes and girls, and differently abled students studying in government schools of different parts of India. The observed practices of inclusion and exclusion, for the purpose of eradication, have been analyzed simultaneously and corresponding effective programmes of inclusions and action plans has been practiced. It is found that the dimensions such as gender, disability, caste etc do not limit the potential of such students and intervention of appropriate inclusive practices results in more engagements, confidence, expression and team work on the part of these students. In the end, the study recommended the use of critical pedagogy and practices for improvements in implementing inclusive education in India.

Keywords: *Inclusive Education, Disadvantaged Children, Differently Abled Children: Critical Pedagogical practices*

Concept of inclusiveness in Indian context

India has great diversity of learners in her classrooms. The needs, aspirations, challenges, and goals of every learner are altogether different. National Curriculum Framework (2005) maintained that this complex diversity of Indian classroom should be considered in the teaching learning process and should not be considered as an obstacle in the education. This diversity should be addressed through the participation of children from different cultural, economical and social backgrounds in the education

transaction. The schools should adopt differentiated instruction and adopts strategies of multicultural education to ensure that children with variations in physical, psychological and intellectual characteristics should to learn and attain success in school. In this context, disadvantages in education arising from inequalities of gender, caste, language, culture, religion or disabilities need to be addressed directly, not only through policies and schemes but also through the design and selection of learning tasks and pedagogic practices, right from the period of early childhood. The disabled children are the most vulnerable group and need special attention. The Government of Republic of India continuously strives for the betterment of children in general and disabled children in particular. It is the right of each disabled children to have equal opportunities as like normal children and to live in conducive and facilitating environment where they can enjoy their rights, opportunities in accordance with their abilities. In terms of education of such children, they have inclusive access in mainstream education and vocational training courses.

Most of government policies related to education focus on education for all to bring education for every single citizen of India. All children weather they are disabled or normal, have the right to education in proper ways as they are the future citizens of the country. All children have the right to learn together and deserve the best in life. They have the right to live in a world where they have hope and opportunity. They need special and extra care and assistance without which they are unable to develop their full potential. Each and every individual of India have right to avail education using minimum cost. Dakar Framework Action commitments framed by the World Education Forum, Dakar, Senegal (2000) found that early childhood care, protection and education, is required mainly for the most sensitive and disadvantaged children. Ultimate aim of priorities especially children, particularly girls in survive in the adverse condition and also those belonging to minorities. They required more protection so that can access to complete, free and compulsory quality of primary education by government agency.

Discrimination and inequality is a universal phenomenon. Division of people into high and low is a social process. It originates from social, economical, political, cultural and religious practices. Discrimination and inequality is the denial of the opportunities and rights to certain groups on the basis of race, sex, ethnicity, age or disability. In simple language, it is a prejudice transformed into action, it is a learned behaviour and is passed on to the next generation.

The moral and ethical argument for non-discrimination needs to be understood by all. This originates from the basic Human Rights assumption i.e. all human beings are equal and deserve to be treated as such'. Inequality and discrimination is the existences of unequal rights and unequal rewards among different groups in society. Economic, social, political or cultural inequalities are all interrelated. These inequalities influence and reinforce one another in different ways. These inequalities have spread in all aspect of social life. Hence, they have become victims of socio-historical process of segregation, exclusion and discrimination. The latest profiles of Dalits & Tribals (Locuis, 2005) have revealed that the centralized five decade planed developments have not brought about expected changes in their behaviour. Total literacy Mission, National literacy campaigns, District Primary Educational Programe (DPEP), Sarve Shiksha Abhiyan, Residential Schools for SC/ST have been introduced to increase the literacy and educational attainment of this group. However the achievement is not proportional to the efforts made for the same. It is also found that this group suffers from the lack of independent sources of income, lack of occupational mobility, lack of mechanisms to resist deprivation and so on. It is also noticed that this group is unable to even utilize the special welfare measures initiated in their favour.

It is the quality and nature of the inter relationships among individuals that determine the socio political fabric of our nation. However children are often socialized into discriminatory practices by our society. They learn from what they experience at home, the community and the world around them. The education system does not function in isolation from the society of which it is a part. Hierarchies of caste, economic status, gender relations' cultural diversity as well as the uneven economic development that characterize Indian society influence access to education and participation of children in school. This is reflected in school enrolment and drop out rates.

Serious concern on this social context of education has been shown in the National Curriculum Framework (NCF) 2005 of NCERT. It has observed that “teachers and children are part of the larger society where identities based on membership of caste, gender, religious and linguistic groups as well as economic status influence social interaction, though this varies in different social, cultural and regional contexts. SC and ST communities, members of minority groups and women are usually placed in situations of disadvantage because of their identities, and are denied equal access to valued resources in society and participation in different institutions” (NCF, 2005).

Children belonging to these groups are often subjected to demeaning treatment in the classroom not only by teachers but also by their peers.

As public institutions, schools are supposed to uphold the values enshrined in the constitution viz social, economic and political justice for fostering democracy as a way of life. They must be marked by the values of equality, respect for diversity, as well as of dignity and rights of children. They must provide such learning environment to the children in whom they feel secure, get equal rights and respect. Schools must be conscious of the importance of creating equitable classroom environments in which students are not subjected to unfair treatment and desired opportunities on the basis of their sex or membership of a caste. Such an environment will facilitate the self-confidence and self esteem of learners of all ages. It will also go a long way in improving the quality of learning itself.

A review of related material suggested that if these children are exposed to better educational opportunities, social environments, information and facilities, they may improve upon cognitive abilities as well as develop positive self-concept, realistic aspiration level, leadership qualities and other life skills. In an expert group meeting, which identified certain major themes for developing training inputs, it was suggested that since the problems faced by SCs and STs, their life styles and behaviour patterns were vastly different so the training inputs or interventions may be developed separately for both the groups. It was also decided that these training inputs or intervention programme may be developed in the form of a monograph which could be used by teachers, teacher educators, administrators NGOs and other who are working for the welfare of children. The specific objective was to develop reading material for teachers in the form of a monograph focusing on attitudinal and pedagogical inputs to promote psycho-social development of children from scheduled castes.

In 1960s, The Kothari Commission (1966) highlighted the importance of educating children with disabilities during the post-independence period, and expressed that the education of children with disabilities must be a part of the general educational system. Later in the pursuit of providing education for all, National Policy on Education, 1986 (NPE) and Programme of Action, 1992 (POA) has been the major landmarks. As per different policy perspectives, the inclusive education emphasize on education of children with disabilities and learning difficulties in the mainstream education. But, in the present times the concept of inclusive education has been broadened to include not only students with disabilities but those who are disadvantaged also. As per broader

concept, the NCF 2005 stresses on the importance of including and retaining all students regardless of their physical, intellectual, social, emotional, linguistic or other conditions in mainstream through programmes that reaffirms the value of each child and enable them to experience dignity. Further, the Salamanca Statement (1994) with the guiding principle that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions, maintains that inclusion and participation are essential to human dignity and for the enjoyment and exercise of human rights.

The Government of India formulated the National Policy for Persons with Disabilities in February 2006 which deals with physical, educational & economic rehabilitation of persons with disabilities. In addition the policy also focuses upon rehabilitation of women and children with disabilities, barrier free environment, social security, research etc. But it was Javed Abidi (1990s) who for the first time founded disability rights group and started raising awareness of the disabled people of India. Javed Abidi led a protest before Parliament on 19 December 1995. The protest pushed Parliament into passing the Persons with Disabilities Act on 22 December 1995. In 2004, his letter to Chief Justice of India on making the polling booths accessible to persons with disabilities was converted into writ petition. Supreme Court of India then passed direction to make electoral process accessible. He worked with business executives from IBM, Apple Inc., Oracle Corporation, Cisco Systems, Microsoft, and Hewlett-Packard to employ disabled individuals in these companies and high tech industry in general. In 2000, Javed Abidi pressured the Archaeological Survey of India to install Wheelchair Ramps at the famous monuments the Red Fort, Qutub Minar, Humayun's Tomb, and Jantar Mantar in order to accommodate) on his trip to them. For the next two years, Javed Abidi and the NCPEDP focused on accessibility for the disabled, publication of disability issues, and work opportunities for the disabled. So, Inclusive education covers the education of all disadvantaged groups like SC's, ST's, and girls and persons with physical, intellectual, social, emotional and linguistic disabilities.

Objectives of the study

The objectives of the study are

1. To understand and reflect upon the true meaning of inclusion in Indian context.
2. To analyze the experiences and challenges of differently abled students in mainstream education system

3. To explore the impact of various pedagogical inclusive practices on the psychosocial development of disadvantaged students

One of the objectives of study was to explore the impact of various pedagogical inclusive practices on the psychosocial development of disadvantaged students from SC, ST and Girls sections. Nagpal in the years 2004 to 2017 conducted various individual case studies of students from disadvantaged sections and teacher practitioners across India. The researcher concluded the strengths and weakness of disadvantaged children on the basis of their experience, which are as follow: -

Strengths

These children have self-confidence, talent as they get admission in the Navodaya Vidyalayas through all India, National level competitions, tend to produce good academic results when proper guidance and learning, perform better in co-curricular and outdoor games activities, develop a sense of healthy competition when they perform food in the class, their good results show that they have the love for reading and studying, have the learning capabilities, which is shown in their school performance, possess a vocational bent of mind as from the very childhood they learn to work around with their parents and are found to be very daring and brave.

Weakness

Children from disadvantaged sections lack in economic and social family background, find it difficult to be emotionally adjusted in school hostels away from their parents at the age of 6-10 years, also find it difficult in their mental and physical adjustment in the hostels, as everything in the hostels are provided at free of cost to SC children, they take it as granted and they lack in sense of responsibility, presence of Navodaya Vidyalayas in rural set up does not help SC children to choose their correct profession, no support from family leads to aggressiveness in them.

In other research project work "Disunity amongst girls & boys" the researcher found that in schools the disunity is observed in sports and games period, lack of co-operation in cultural activities, disunity during group work etc. They found that causes for the disunity are shyness in communication, to avoid to work in groups, in playing together, superiority/Inferiority complex because of unhealthy competition, jealousy, feeling of superiority and constraints in freedom of behaviour due to social norms and strict family upbringing. On the basis of data collected through a questionnaire, specific strategies have been intervened as given below:

No.	Causes	Remedial action	Responsibility	Result
1.	Shyness	Sports activities	P. T Teacher	Positive
		Project work	All teachers	Positive
		Cultural (Dance, Drama)	Art teachers	Positive
2.	Complex	Identification of students who are to be counseled	Counselor	Positive
		Orientation program in class	Class teacher	Positive
3.	Social norms	Counseling of few parents	Counselor	Positive
4.	Surrounding	Change in seating arrangement	Class teacher	Positive
		Enlisting of good books & selected T. V. programs	Members	Positive
5.	Disrespect	Monitors to identify teasers	Members	Positive
		Orientation & counseling	Class teachers &	Positive
		Mischievous student	Counselor	
		Appointing monitors of opposite sex	Class teacher	Positive

As a result it has been found that student's behaviour changed as they have given shape to their own ideas and plans and have worked their way through the problem. Learning to be responsible and working for self- improvement is the whole underlying concept of education. Students started sitting together, Participation in (combined), cultural activities, Playing together, Project work together, cultivation of reading habits & watching selected program. apart from this, all round development of personality, confident, expression, comfortable environment for personality development and studies, improved team work, communication skills have been developed.

So it can be confidently concluded that such strategies can be adapted as a measure to bring about attitudinal changes, sociable behaviour, better work culture, sociable behaviour, better work culture, team work, efficiency due to removal of unwanted constraints.

Research indicates that learners need to be taught through different methods and need to be exposed to various instructional materials. Emphasis have been placed to enrich curriculum, approaches to teaching and evaluation, value inculcation, working with the community, integrating life skills in education, meeting the challenges of information and communication technology, integrating intellect, emotion and action in teaching-learning process, cooperative learning as well as integrating behavioral intervention strategies in order to make teaching – learning process joyful, learner centered and effective. The teacher developed mind card system to provide an outlet for their feeling and emotions and encouraged them in their studies and their future carrier, and also provided an opportunity to share their sorrow and problems. The mind card system brought the teacher and the students close to each other.

Some research based classroom strategies for teachers are conducted in different areas, which will help and support children from disadvantaged sections in their classes. Mr. Chowdhary a schoolteacher has made geometry learning easy for students by infusing practicality and novelty to stimulate their interest. He used cardboard to make a circle by arranging pins in a circular shape, where the pinheads were connected through a tug of wire. 80% of geometry syllabus was covered in this experiment. With this he was able to develop different concepts related with triangle, quadrilateral, their parts, types as an extension for rectilinear figures. Mr. Ravi Kumar, another teacher made the science easy, simple and interesting by actually carrying the scientific experiments about new human respiration system works, Pascal law – (for a given pressure, force increases in grease in surface area on which it acts), buoyancy. He has used Balloons, wooden sticks, bulbs, thread, glues, tube, needle, cello tape etc. H He facilitated the acquisition of concepts of physicist by the things, which are part of our daily life.

In an experiment to motivate the students in learning of spelling of English words using Colored ribbons, Smt. V.C. Vasantha selected 15 boys and 15 girls, who are in divided into 10 groups of 3 each. About 200 words were identified. Out of 200 words, 25 words were dictated and rests were copied from black board. Each correct spelling was awarded one mark and then total marks were calculated. A red ribbon were given to those students who scored 23-25 marks while green ribbon was given to the students who scored 20-22; 15 – 19 scoring were rewarded a yellow ribbon. While score below 15, got new ribbon, and the students could wear it till the next dictation test. It was concluded that rewards instead of punishment played an important role to motivate students to learn. In fact it creates interest in students. Rewards may be symbolic or psychological, which will have some positive effect on students.

Sometimes, before teacher there is so much shortage of time to compete the courses. So there is an attempt to integrate the competencies related to language and EVS in class – V in order to economise the time. Sh. Mirja Marandi & Sh. Sankarsan Murmu has used various activities are used in a study related to integrate the competencies of language and EVS. A post was conducted to evaluate the learning outcome of the students. Students who achieved 80% and more than 80% they were called 'In asters' and who failed to achieve 80% were called non-master and it was found in the study that teachers are able to see the time which can be utilized to help non-masters. Other side remedial teaching can improve partial – masters to be masters. So this integration of competencies will help the teachers to economise teaching time.

Ms. Rekha Johnson, DMS, RIE, Ajmer, has developed an activity based learning to create awareness of geometrical shapes among class – I children. Her major consideration were to reduce the load of learning to make use of readily available material from the environment/locality of teaching purpose and effectiveness of teaching strategies and their evaluation. There were several experiments like recognized name the shapes, classify objects on the basis of the basic shapes. The teacher found that majority of the students achieved the mastery level in the first. It brought qualitative improvement in primary education. V. Kannaiyan, Lecturer, DIET, Aduthurai, Tanjore District, Tamilnadu, in this experiment the teacher tried to remove the hurdles in writing English language by developing techniques for 1st standard children in primary schools. Primarily the children were involved to draw horizontal straight line by connecting the dots. Gradually the number of dots for a given distance is reduced and step-by-step by this method. Like this the children were taught to draw different lines – horizontal, vertical, slanting lines, clock wise and anti-clock wise curves, circle. After teaching the above strokes the children were practiced to write alphabetic. Finally the teacher made pre-test and post test examination where he found out that the writing skills of the children have improved substantially. Mr. Basavarajaih, a DIET teacher made an attempt develops the proficiency of expression in English among B.Ed students who learn English as second language. Quiz programmes, word games, spelling games, rhyming words, riddles/puzzles/crossword activities, recitations, creative writings, questionnaire on food habits, clothing, study habits, were framed. There was remarkable improvement in the proficiency of expression, confidence and fluency in English after the experiment. Thus we see through out our country teachers are experimenting with different subjects for better understanding.

Ms. Indiradevi Putrev, school teacher created awareness on the right of the children to the pupils to take an active role with regard to their own well-being and that of their peers. She adopted play-way method by using children rights cards, scramble, puzzle, activity sheets, role-play, pictures and photos. It made an impact on children they to an understanding that some basic needs can be considered rightly. Mr. Vincent de paul and Neelambal are teachers of DIET developed population awareness among IIIrd Std. pupils through power point. Basic understanding of population dynamics – health, education, housing, diet, population characteristics, quality of life including the growth rate and structure of population in the country was taught in illustrated concepts with pictures and multimedia- graphics, sound visual dynamics slides, etc. Rather than facing the black board the teacher had the advantage of facing the students. Moreover, it provides more time for listening and comprehending so that the class time is used effectively.

Activities for disadvantaged children for effective inclusion

Some of the activities to be included in mainstream education are described below for better inclusion.

Project method: In this activity, planning is done and accordingly lesson is represented with the help of charts and displays. Specific time period is given to the children to prepare their own projects. It helps in nurturing creativity in the children and a freedom to express in their own style.

Field work: Taking children to near by fields, grounds or park so that fields, grounds or park so that children can have live demonstration of the activity going around. This helps in practical learning of the children.

Buzz session: In this activity students are divided into small-small groups and are given 2 to 3 min. for discussion on any topic then one child has to present it in front of the teacher. This activity helps SC & non-SC children to mix well and form a group as well as enhancing the leadership qualities in them.

Quizzes: It is a competition type of activity where a series in simple and attractive manner, in which children have to answer in a fix time period. This arouses excitement in the children and a sense of competition amongst themselves.

Role play: It is the acting done by various children on specific themes for 5 to 10 min. where a message is given to the audience in a form of drama. This helps the children to understand the complex topics in a simple manner and on the other hand gives, a chance

on the other hand gives, a chance to show their talent in front of people. It again helps SC children to remove their shyness

Art/ craft: It is the skill of converting something into useful or attractive things. It is the most commonly used method for teaching as it promotes joyful learning. Using various materials like colours, papers, clay etc gives the children the feeling of creativity and help them learn in joyful way. Some of the art/craft activities include- Glass painting, pastes painting, cartooning, collage making, fabric painting, pot painting, mehendi learning, flower making etc.

Riddles, proverbs: riddles are another type of puzzles where questions designed to test ingenuity in diving answer or meaning. Through simple riddles SC children will be able to learn mathematics or languages in play way manner. Similarly proverbs are short pithy. Saying in general use. These proverbs help children to learn language in simple manner.

Story- telling: Story telling is the favorite time pass of small children various concept of social science, life-skills education, awareness etc. can be taught to children with the help of story- telling.

Language games: outdoor and indoor games such as flash cards, ,mix and match, antonyms, synonyms etc are few language games which help children to learn language. Again in play way manner.

Co-curricular activities- various activities like dance, drama, debates, poster competition etc. are collectively called co- curricular activities which enhance the creativity in the child.

Life skills: these are important skills in psychology which help the children to manage their day to day life problems effectively. Such as decision- making, problem solving, communication skills, empathy, coping with stress etc. through simple example, the children can learn these life skills for their future.

Tutorials: small assignments given to children of on simple topics to be completed in specific time a 1 week of 10 days is called tutorials. This helps in improving reading, writing and researching abilities in children.

Puzzles: puzzles are problems or toy designed to test immunity like Quizzes, puzzles are another interesting way of learning language and mathematics, which children love to play and repeat everytime they meet somebody new to them. Thus, it increases self-confidence in them.

Participation in community activity: children taking part in community activities such as social services, planting of trees, pulse polio, vaccination etc help them to become a better citizen and develop sense of belongingness to the community.

Involve parents in school Activities: when partners are involved in the school activities such as parents teacher meetings, issues related, to children, their attendance, school performance neatness, discipline etc, then children also feel that education is important and it can help improving their status in the community.

Debate/ Discussion: this is another very interesting activity where both teacher, student-student participate and speaks in the favor or in the against of some topics. This activity help children to express themselves freely in learn new things from one another.

These are some of the examples, showing how with simple activities SC children can be helped out in learning various subjects Elaborated example of some of these activities are mentioned ahead.

Nagpal, Kumkum & Kumar (2017)critically analyze the experiences and challenges of differently abled students studying in government schools. The study was descriptive in nature so descriptive survey method has been used to conduct the study. The researcher visited around 20 government schools to finalize the sample. After rigorous analysis, investigator selected 58 differently abled students from 11 government schools of Jalandhar and Kapurthala districts of Punjab. The purposive sampling technique has been used to select schools and differently abled students.

As far as academic factors are concerned, it was found that these children frequently experience the academic challenge and achievement anxiety, sometimes experience the meaningfulness of school/college tasks, and that of warmth of interpersonal relations, and rarely experience the school concern for the individual

In terms of factors of general field of interest they rarely take part in competition in co-curricular and curricular activities, sports and athletics are rarely organized for them and sometimes take part in fine arts, music, and painting activities

In terms of social interests they rarely take part in activities such as organizingand participating in social activities, arranging exhibitions, social functions etc. and are just passive spectators. It was also found that the majority of differently abled students have (65.52%) have very low level of parental encouragement in which percentage of female students (34.48%) is more than male (31.04%) counterparts. Further it is also

found that 51.72% of differently abled rural students and 13.79% of differently abled urban students have very low level of parental encouragement. So, majority of female students and rural students have very low level of parental encouragement. Further statistical analysis shows that the difference in parental encouragement of differently abled male and female students and difference in parental encouragement of differently abled rural and urban students are statistically significant.

In the end the researchers recommends that

1. Parental encouragement is essential for every student to succeed in academics and in life. There is a need to aware rural parents about the importance of parental encouragement to students specifically female students. Parents should remain involve with their differently abled child and try to interact with their children at home so that children could get proper exposure.
2. Elementary schools situated in rural areas should organize awareness programmes and seminars for parents of differently abled students.
3. More effort needs to be put in training of teachers to prepare them for handling students with disabilities. Parents, teachers and principals must be very particular in maintaining personal relationships with the differently abled students in order to channelize their energy in right direction. They should help the students in making them more socially mature by way of giving affection, security, counseling and freedom of making decision in order to enhance their academic achievement, as well as social and emotional adjustment in society.
4. A trained guidance and counselor should be appointed in the institutions to facilitate sound physical and mental health for the students and their parents. Parents should be educated about the care giving aspect of their children. Counseling regarding economic opportunities should be given to such children and their parents. Parents are to be made aware regarding new innovations related to the benefit of differently abled children to lead a normal life.
5. All schools should
 - facilitate admission of differently-abled children;
 - provide guidance and counseling to differently abled individuals;
 - create awareness about the needs of differently abled persons, and other general issues concerning their learning; and
 - Assist differently-abled students to gain successful employment in the public as well as private sectors.

After critical analysis of case studies of disadvantaged children, case studies on effective teaching strategies, interventional researches and experiences and challenges of differently abled children, the researcher strictly recommend the use of critical pedagogy for effective inclusion of these children n mainstream education.

Constructive approaches/ critical pedagogy

Teacher and student engagement is critical in the classroom because it has power go define whose knowledge will become a part of school related knowledge and whose voices will shape it, students are not just young people for whom adults should devise solutions. They are critical observers of their own conditions and needs, and should be participants in discussions and problem solving related to their education and future opportunities. Hence children need to be aware that their experience and perceptions are important and should be encouraged to develop the mental skills needed to think and reason independently, and have the courage to dissent. What children learn out of school- their capacities, learning abilities, and knowledge base- and bring to school is important to further enhance the learning process. This is all the more critical for children from underprivileged background, especially girls, as the worlds they inhabit and their realities are under represented in school knowledge.

Participatory learning and teaching, emotion and experience need to have a definite and valued place in the classroom. While class participation is a powerful strategy, it loses its pedagogic edge when it is ritualized, or merely becomes an instrument to enable teachers to meet their own ends. True participation starts from the experience of both students and teachers.

Critical pedagogy provides an opportunity to reflect critically on issues in terms of their political, social, economic and moral aspects. It entails the acceptance of multiple views on social issues and a commitment to democratic forms of interaction. This is important in view if the multiple contexts in which our schools function. The critical approaches to teaching and learning will lead to divergent thinking in the students and it will develop their creative potential. So, a critical framework helps children to see social issues from different perspectives and understand how such issues are connected to their lives. For instance understanding of democracy as a way of life can be chartered through a path were children reflecting on how they regard others (e.g. friends, neighbors, the opposite sex, elders, etc.), and how they cultivate the ability to make decisions. Likewise, issues related to human rights, caste, religion and gender can be critically reflected on by children in order to see how these issues are connected to their

everyday experiences, and also how different forms of inequalities become compounded and are perpetuated. Critical pedagogy facilitates collective making through open discussion and by encouraging and recognizing multiple views.

One of the important components of this approach is the flexibility in teaching-learning approaches which can be seen by using multiple lesson plans. A teacher should not restrict him/her self to one specific approach to lesson planning but realize teaching in multiple contexts starting from behavioristic to constructivist approaches. To bring equality in opportunities in classroom for disabled or differently abled the technology should be used judiciously. Amidst all these guidelines, it is customary to note that it is not the technology that would affect student achievement, but rather the instructional strategy that was used with the technological resource. Thus, just using a computer, internet or resource would not lead to increased student achievement. Rather, it was how the software was designed or how the teacher and the students use technological resources that would impact student performance. So, the teachers must use new methods for teaching with technology for effective inclusion. NCF, 2005 also directed that educational technology should be viewed as a supplement rather than as a substitute for hands-on experience, both for classroom teaching and for teacher training. So, the need of the hour is to adopt blended pedagogies, the best of both traditional face to face and on line learning environments.

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