# Curriculum, Learner-Centered Pedagogy, Learning Outcomes and Inclusive Education

# NISHTHA

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**With inputs from CIE NRG team members**

# Overview of the Module

- **The purpose of the module is to help teachers and teacher educators:**
  - relook at the *diversity* existing in the classrooms
  - adopt *pedagogies* that are most suitable to make classrooms and teaching learning inclusive.
- **The suggestions given in the module are based on *research* and *experiences* to meet the different learning needs in the same class.**

"If a child can't learn the way we teach,
maybe we should teach the way they learn"
Ignacio Estrada- Director for Grants Administration at Gordon and Betty Moore Foundation
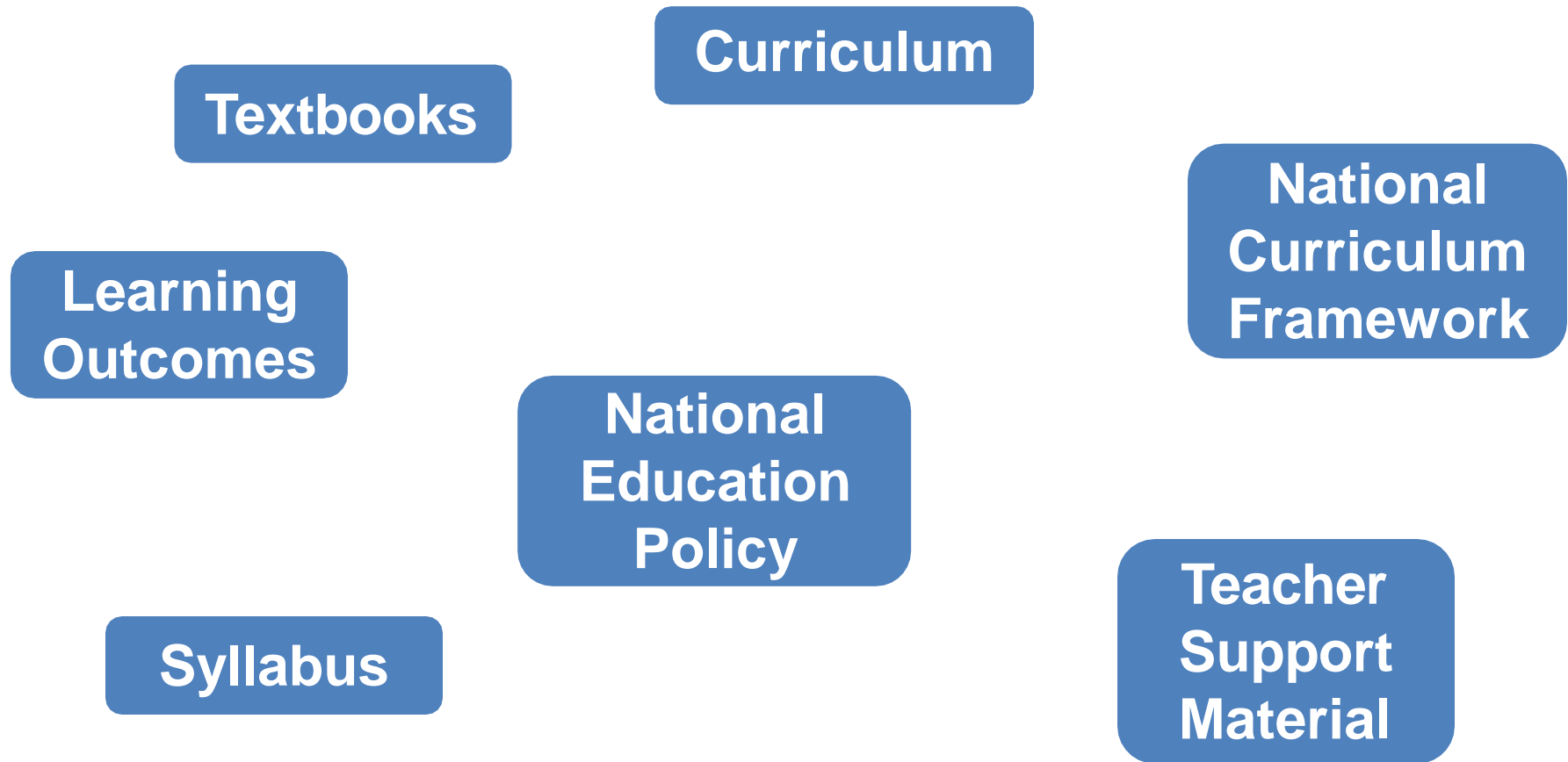
All Equal, All Different
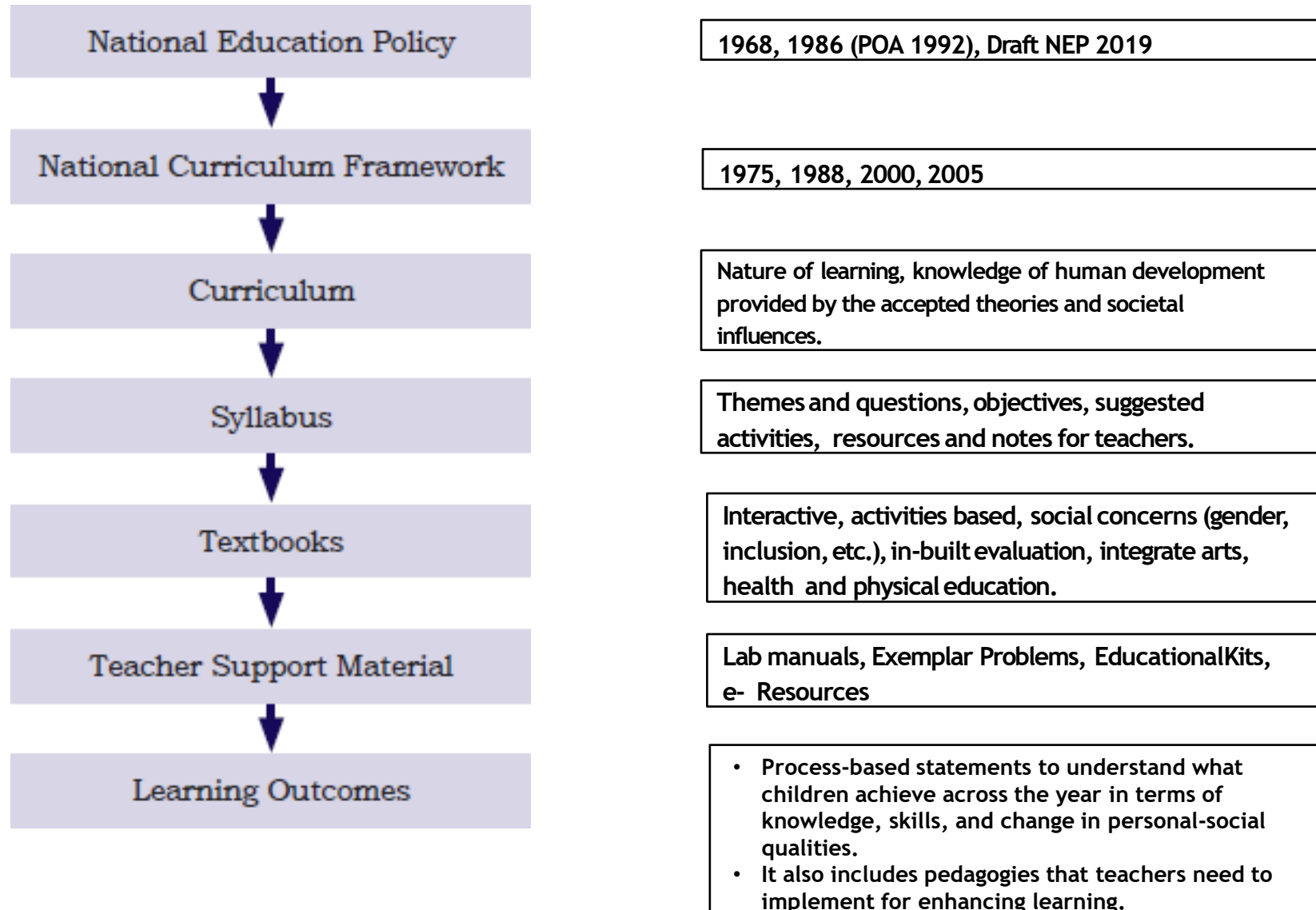
# Learning Objectives of Module

**This module will help teachers:**

- **Describe the educational policies, the National Curriculum Frameworks development, and the functions and the linkages among intended, transacted and assessed curriculum**

- **Explain perspectives of the National Curriculum Framework - 2005 and its translation into syllabi and textbooks**

- **Develop a richer understanding of diversity and acquire the attitudes for promoting inclusive education**

- **Strengthen existing skills to improve children's learning outcomes using appropriate pedagogies**

- **Use and adopt learning activities that foster gender sensitive classroom environment**

# Unpacking Terminologies, Policies and Frameworks

Curriculum

Textbooks

National Curriculum Framework

Learning Outcomes

National Education Policy

Syllabus

Teacher Support Material

# Unpacking Terminologies, Policies, and Frameworks (contd.)

| Flow | Description |
|------|-------------|
| **National Education Policy** | 1968, 1986 (POA 1992), Draft NEP 2019 |
| **National Curriculum Framework** | 1975, 1988, 2000, 2005 |
| **Curriculum** | Nature of learning, knowledge of human development provided by the accepted theories and societal influences. |
| **Syllabus** | Themes and questions, objectives, suggested activities, resources and notes for teachers. |
| **Textbooks** | Interactive, activities based, social concerns (gender, inclusion, etc.), in-built evaluation, integrate arts, health and physical education. |
| **Teacher Support Material** | Lab manuals, Exemplar Problems, EducationalKits, e- Resources |
| **Learning Outcomes** | • Process-based statements to understand what children achieve across the year in terms of knowledge, skills, and change in personal-social qualities.<br>• It also includes pedagogies that teachers need to implement for enhancing learning. |

# Let's Ponder

**What do these terms mean to us?**

- **Curricular Expectations**
- **Learning Objectives**
- **Pedagogical Processes**
- **Learning Outcomes**

**How are these terms linked to each other?**

# Towards Learning Outcomes

**Curricular Expectations**
- **discipline specific or grade specific**

**Learning Objectives**

- **Content-based and used to bring out curricular expectations & each content  area will have specific learning objectives**

**Pedagogical Processes**
- **Help achieve learning as per objectives**
- **Involves creating a learning environment and experience using various learning resources**
- **to provide different learning experiences**

**Learning Outcomes**
- **not content specific**
- **can be  used for learners in any context**

# Towards achieving learning outcomes

**Learners have to be provided with opportunities:**

- **to work in pairs, groups, individually**
- **to observe and explore the immediate surroundings**
- **record and express them in oral/ written/drawings/gestures**
- **to discuss with elders and visit different places, collect information from them on the topic of their choice and**
- **discuss their findings in the groups**

**Learning Outcomes Material is accessible on:**
**http://www.ncert.nic.in/departments/nie/dee/publication/print_material.html**

# Animal School: A Fable to Reflect on Classroom Processes

- **Once upon a time** the animals decided they must do something heroic to meet the problems of a "new world" so they organized a school.

- They had adopted an **activity curriculum** consisting of running, climbing, swimming and flying.

- To make it easier to administer the curriculum, **all the animals took all the subjects.**

- The **duck** was excellent in swimming. In fact, better than his instructor. But he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming in order to practice running.

- This was kept up until his webbed feet were badly worn and he was only average in swimming. But average was acceptable in school so nobody worried about that, **except the duck.**

- The **rabbit** started at the top of the class in running but had a nervous breakdown because of so much makeup work in swimming.

By George Reavis. Originally written in 1940, when he was superintendent of the Cincinnati Public Schools.

# Animal School   (contd.)

- The **squirrel** was excellent in climbing until he lost interest as his teacher made him start from the ground up instead of the treetop down. He was made to over exert and then got a **C in climbing and D in running.**

- The **eagle** was a problem child and was disciplined severely. In the climbing class, he beat all the others to the top of the tree **but was not liked as he insisted on using his own way to get there.**

- At the end of the year, an abnormal(?) **eel** that could swim exceedingly well and also run, climb and fly a little had the highest average and was the winner.

- The **prairie dogs** stayed out of school and fought the administration as they would not add digging and burrowing to the curriculum.

# Wear thinking caps

**Share views on:**

❖ Why did the animals take the same subjects? Did they **all** benefit?

❖ Being average in all subjects was acceptable by the school. Did this suit all the animals?

❖ Why do you think the squirrel wasn't allowed to fly down from the tree-top?

❖ Why was the eagle seen as a problem child?

❖ Why do you think the prairie-dogs wanted digging and burrowing added to the curriculum?

# Looking at Yourself as a Learner

**Working independently, complete these sentences. Then work in groups and collate your responses on each statement. Share them with the larger group.**

- **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** ……………………………………………………………….

**This exercise can also be undertaken with the children in your class to find out more about them as learners and plan teaching accordingly.**
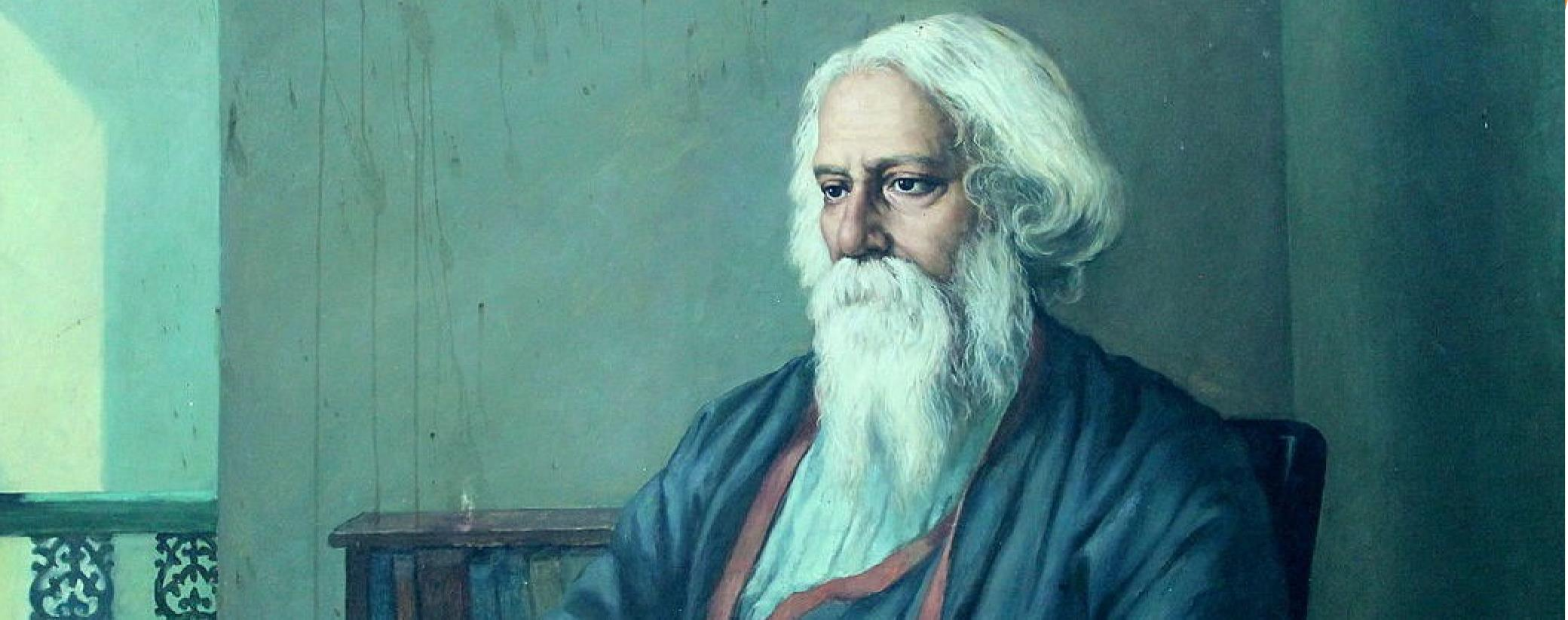
*The problem is not how to wipe out all differences, but how to unite with all differences intact.*

**- Rabindranath Tagore**

# Diversity in classrooms necessitates changing the system to fit the needs of __all children__ in regular schools.
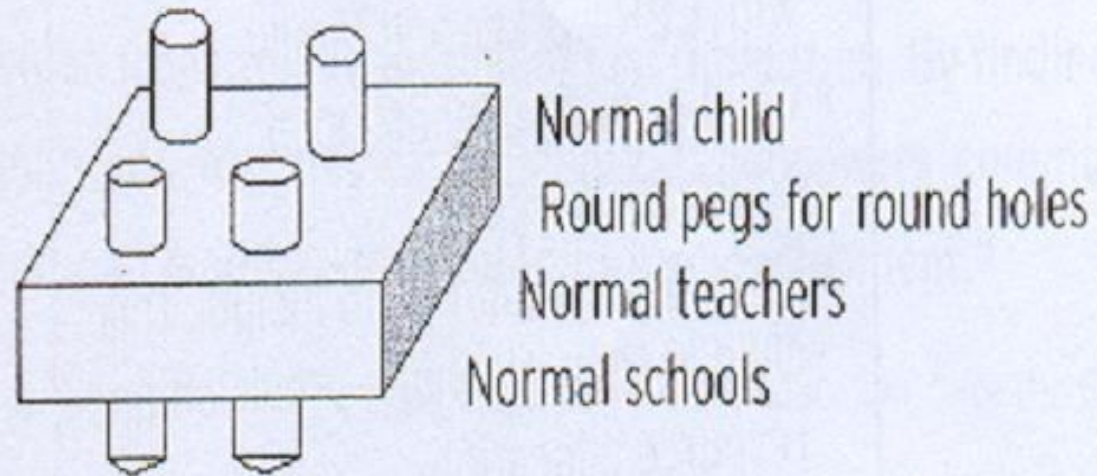


In regular Schools

In Special Schools

No Access to Schools

Other Children

Children with Special Needs

Children from disadvantaged homes

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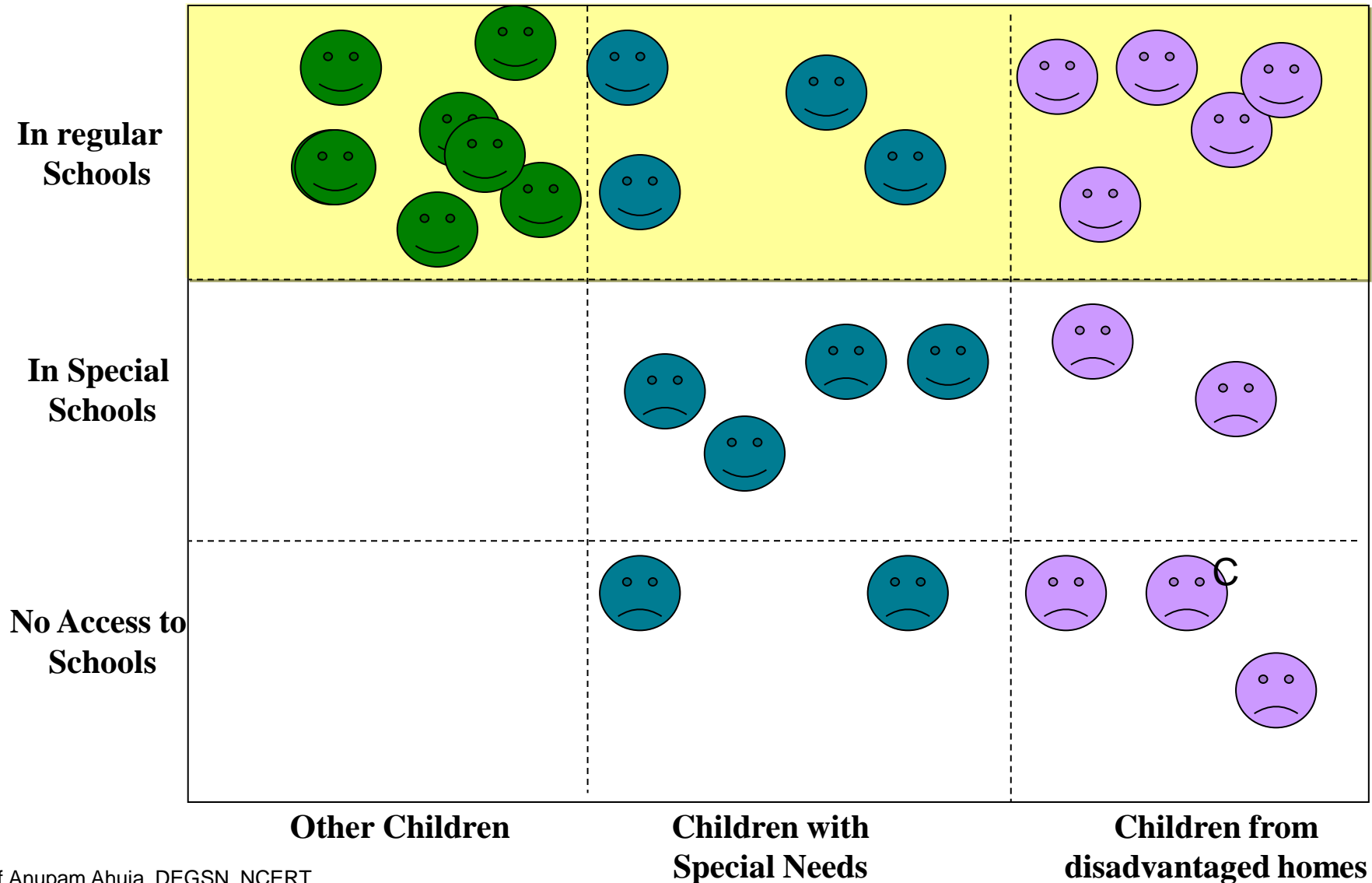
# School Settings- Special Education



Special Education

Special Education

Special child
Square pegs for
square holes
Special teachers
Special schools

'Normal' Education

Normal child
Round pegs for round holes
Normal teachers
Normal schools

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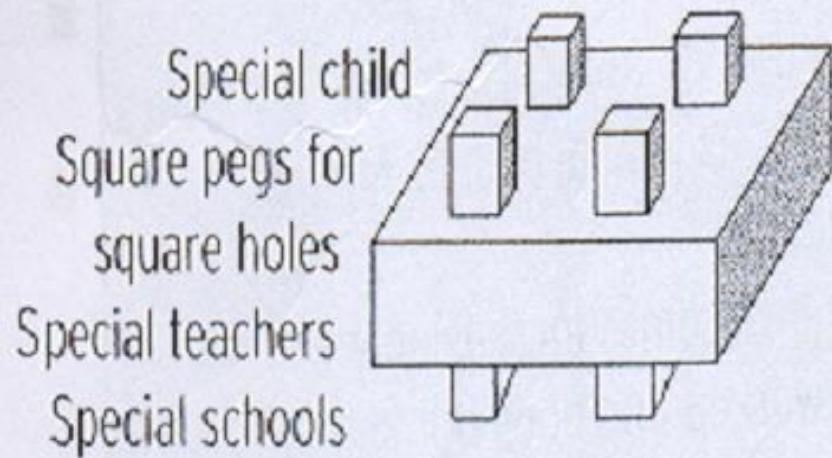
# School Settings- Integrated Education

• **Change the child to fit the system**

• **Make the square peg round**

•Therapy
•Rehabilitation

•**System stays the same**
•**Child must adapt or fail**
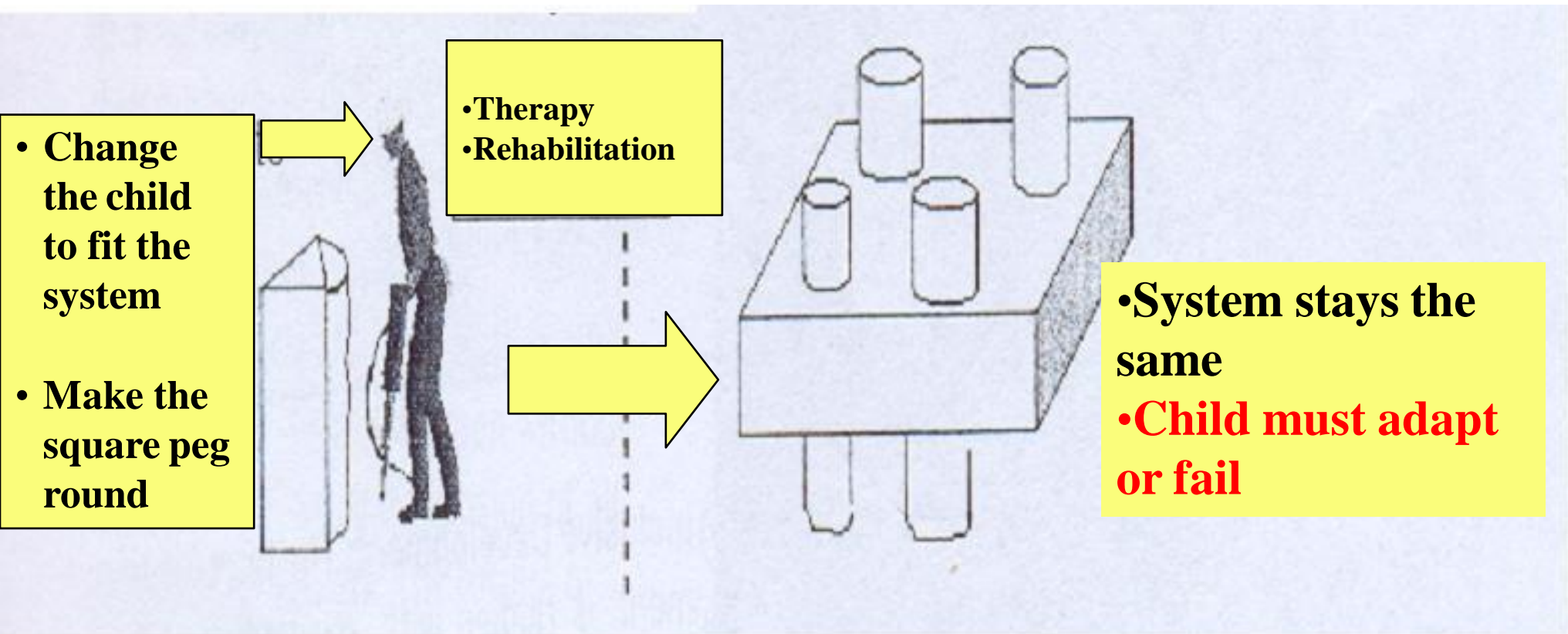
Source: Stubbs, S  (2002 Inclusive Education: *Where there are few resources;* The Atlas Alliance, in cooperation with NAD

# School Settings-Inclusive Education



**FLEXIBLE SYSTEM**

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

# Inclusive Education: Legal International and National Commitment

**"Inclusive education" means:**

- *a system of education wherein students with and without disability learn together and*
- *the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities*

(Section 1m of RPwD Act, 2016)

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# Let's Ponder

- **Have you tried to address diversity in your teaching?**

- **What kind of *teaching skills/ strategies/ activities* will you use to encourage equal participation of all learners in your class?**

# NCF 2005



Guiding Principles of NCF, 2005

Connecting knowledge to life outside the school «

» Ensuring that learning is shifted away from rote methods

Enriching the curriculum to provide for overall development of children rather than remain textbook-centric «

» Making examinations more flexible and integrated into classroom life

Nurturing an over-riding identity informed by caring « concerns within the democratic polity of the country

Keeping in view the Guiding Principles of NCF 2005, create a learner centered inclusive learning experience for languages/ Mathematics/ Environmental Science/Science/ Social Science.

# The Role of Teachers in Accepting and Addressing Diversity

**The role of teachers in achieving learning outcomes includes:**

- Sensitivity for **identifying differences in learners** and appreciating them
- **Sensitize peers** about strengths and weaknesses of children with disabilities.
- Accepting **socio-cultural and physical variations** among learners.
- Modifying the curriculum and learning environment to suit **individual needs.**
- Ability to **mobilize resources to provide options** to the learner.
- Use of **technology** to support learning
- **Ensure participation** in the learning process and avoid comparing children
- Support and facilitate the use of **mobility aids** (wheel chair, crutches, white cane), **hearing- aids, optical or non-optical aids, educational aids** (Taylor frame, abacus, etc.)
- Providing additional time and **selecting suitable mode(s) of assessment**
- **Unlearning** of gendered and stereotypical attitudes
- **Promote respect for the roles that all genders play** in their families, communities and the nation at large.

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# Promoting Inclusive Education in the Transaction of Disciplines

**Need to provide support for:**

- lack of **general vocabulary** (meaning of words like reciprocal, linear etc.)

- **understanding the wordiness** (use of a number of words to explain meaning of mathematical problems)

- distinguishing words with **multiple meanings** like interest, table, credit, angle, rate, volume, power, point

- Students who lip/speech read may face difficulties in **distinguishing mathematical words** (tens and tenths, sixty and sixteen etc.)

- **Mobility and manipulation skills** while participating in experiments or other hands-on activities

- **Geographical terms and concepts,** ( latitude, longitude), directions, graphic and visual descriptions ( reading maps, graphs, diagrams, paintings, inscriptions, and symbols), studying monumental architecture.

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# Promoting Inclusive Education in the Transaction of Disciplines (contd.)

**Give more time to some learners :**

- Reading Braille text involves memorizing and synthesizing as wholeness of phrases, sentences etc. is not possible.

**Provide Need -based support for:**

- Understanding words with multiple meanings, new vocabulary, discriminating between words.

- Figurative language– idioms, metaphors, similes, etc.

**Provide support for overcoming difficulties of access:**

- Simplification of the language,

- Tactile material, teaching aids for geometry, space to make calculations while solving sums.

- Support in interpreting data in graphs, tables, or bar charts.

- Help with interpreting oral directions or making mental calculations

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# Inclusive Education and Linguistic and Social Diversity

- **Children are not born with any prescribed identities**

- **Become aware of linguistic assumptions**
  - Know *your* linguistic backgrounds.
  - Get to know students' linguistic backgrounds.

- **Create classrooms flexibly, accommodating multiple and diverse language uses.**

- **Where there is more than one language used in any area, use of the preferred majority language.**

# Strategies for Assessment in Inclusive Environments

**Assessment occurs throughout the teaching of a lesson. Strategies for assessment in inclusive environments may include:**

- **In a mixed ability group <u>encourage varied responses</u> for a question**
- **<u>Give clear messages</u>**
- **<u>Pause</u> after asking a question**
- **<u>Give adequate time</u> to respond.**
- **<u>Activities done for explaining the content can be used again for assessment</u>**
- **<u>Allow flexibility</u> in choosing answers**
- **<u>Recognition and identification</u> rather than recall**
- **<u>Coloring</u> the correct answer**
- **<u>Cut and paste, matching,</u> pointing the odd one out**
- **For responses requiring auditory processing, accept responses in <u>monosyllables</u>**
- **Allow students with speech processing delays <u>to demonstrate learning by use of pictures or stamps</u>**
- **<u>Use flash cards</u>, word cards and pictures, real objects, to get response rather than only verbal or written response**
- **<u>Activities such as matching or checking answers can be done with the help of real objects.</u>**

*Examples from the workshops conducted by the DEGSN, NCERT involving teachers and resource persons teaching children with disabilities.*

Purpose of evaluation is not:
- to force children to study under threat
- to identify or label children as 'slow learners', or 'bright students', or 'problem children'.
- Categories segregate children

NCF2005

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# Discussion Points

Divide into small groups. Each group has to discuss the
 following issues:


- How will you make your  school more inclusive?

- How does inclusive education help children to stay
 with their families and communities?

- To what extent does this approach strengthen teaching
 methods and improve the quality of education for all
 children?

- In what ways can this approach reduce discrimination?

# Inclusivity Beyond Education

## What are Audio-Described Films?

Audio description/video description:

- Translates visual information and non-dialogue portions of film into spoken words.

- Allows all viewers, including those with visual challenges, to access, enjoy and learn from works of popular cultural and educational importance.

Under its **Audio Description** project, the non-profit **Saksham** has successfully produced audio-described versions of over 30 films including commercial films, children's films, documentaries and regional films.

### Accessible via:

- The XL Cinema mobile app by **Saksham**

- **https://library.daisyindia.org**

# Additional Resources on <u>NCERT website</u>

**How can teachers respect the diverse reading needs of children?**



Accessibility in School Curriculum

Sign Language Videos

Audio-Tactile Resources

Barkhaa: a Reading Series for 'All'

Accessibility in School Curriculum
NCERT's Initiatives

Audio Books

Tactile Map Books

Read Aloud Books on ePathshala

Promoting Universal Design for Learning (UDL) at ncert.nic.in

http://www.ncert.nic.in/departments/nie/degsn/NCERTBarkhaseries/Start.html

How can we facilitate access of each child to reading materials?

*Barkhaa: A Reading Series for 'All'* **is a supplementary reading series developed according to the principles of Universal Design for Learning. It has forty stories spread across four levels**.

# BARKHAA: A Reading Series for 'All'

- The print version of Barkhaa features text in printed letters as well as in poly braille.

- The digital version can be accessed on computers, mobile phones and tablets through this link.

- At the beginning of each story an 'introductory note' is given in video format. This video is also available in sign language.

- The key visuals on each page are given in high resolution.

- Each story has flash cards with key words to reinforce the word through real images.

# Expected Outcome

- **The module is an attempt towards enabling teachers and other stakeholders to:**

  - **use inclusive strategies** and accept every child as a member belonging to the group,

  - **adopt attitudes and skills** needed to work effectively with students from diverse groups

  - **restructure the classroom** physically and attitudinally to provide for the needs of all students,

  - plan activities to ensure the **participation of ALL students** in class and

  - focus on practices in school to respond to the **diversity of students**.

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# Recent NCERT Publications

- *Barkhaa*: A Reading Series for All: Digital Version
- *Barkhaa*: A Reading Series for All: Print Version
- Including Children with Autism in Primary Classrooms: Teacher's Handbook
- Inclusion in Education: A Manual for School Management Committees (Under publication )
- Modules for Enhancement of Quality of Education– A Training Package
- Educational Rights of Children with Special Needs - Frequently Asked Questions(Under publication)
- Education of Minorities - Policies, Programmes and Schemes - Frequently Asked Questions(Hindi, English and Urdu)
- Including Children with Special Needs: Primary Stage (Hindi and English)
- Including Children with Special Needs: Upper Primary Stage
- Tactile Map Book: Upper Primary Stage

# Recent NCERT Publications:  Visuals

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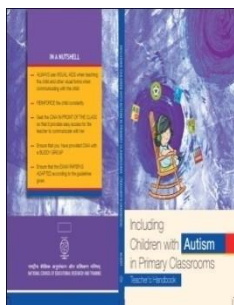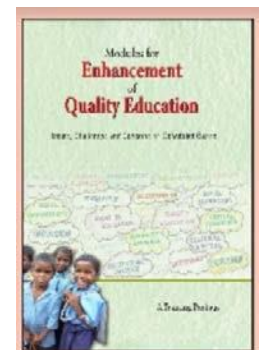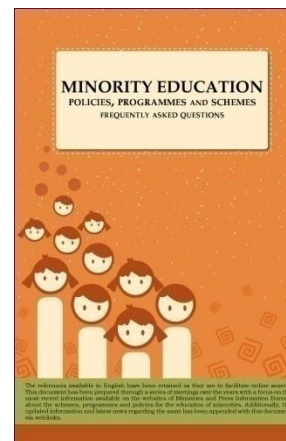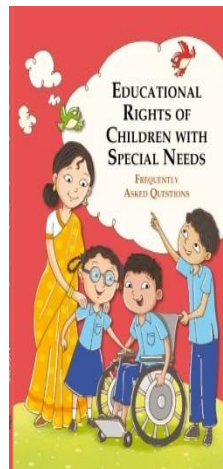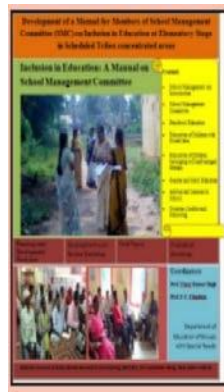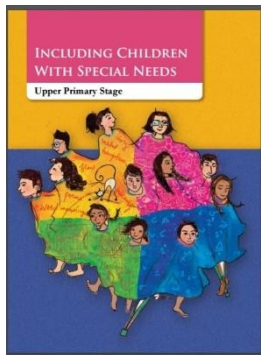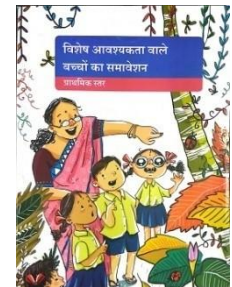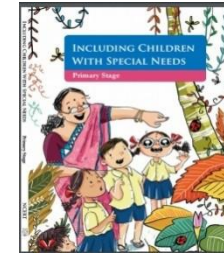
# Other interesting resources

- **https://www.youtube.com/watch?v=MGPDqzhjtj0&t=6s video-clip (animation) about the concept of inclusion and inclusive education**

- **https://alana.org.br/wp-content/uploads/2016/12 Summary_of_the_evidence_on_inclusive_education.pdf**

- **https://www.youtube.com/watch?v=R-IQaN04PF4video clip about listening to children with disabilities**

- **https://www.bristol.gov.uk/documents/20182/239176/Inclusive+teaching+checklist.pdf/c6e3124e-bb02-4979-8de4-6d31c66dfd53inclusive classroom observation checklist**

- **http://www.unescobkk.org/education/inclusive-education/resources/ilfe-toolkit/ilfe-toolkit-in-bangla/ Toolkit UNESCO: getting all children in school and learning**

- **http://unesdoc.unesco.org/images/0012/001243/124394e.pdf : Understanding and responding to children in inclusive classrooms**

- **https://www.youtube.com/watch?v=aTXtT05782Y: Inclusive Learning: Everyone's In - Overview**

- **https://www.youtube.com/watch?v=rfWhQUz2J70: Inclusive Education and Children with Disabilities | UNICEF**

- **https://www.youtube.com/watch?v=iyKm_QiNlHo : Inclusive Education - Loreto school, Kolkata**

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# THANK YOU

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