

## **Format of Om Indian M.V.V Inclusive Lesson Plan for Attaining the Goal of Inclusive Education.**

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**Abstract:** A general arrangement of something is called formatting. This formatting is an essential part in daily lesson planning developed by a teacher to guide class learning. Formerly, the lesson plans were made on different formats for each specific group separately, according to their separate educational needs. But with the introduction of Inclusive setting in Education, there is a provision for disabled children to sit with the normal children in same class. But presentation of curriculum content through inclusive lesson plan which can be proved effective for the teaching of all including the disabled is not made yet effective. With a view to solve the problem researcher reconstructed and introduced the format of Lesson Plan for inclusive setting. Five lesson plans on language and Communication subject were made and taught to the five groups of the children; Normal, H.I, V.I, M.R and L.D with the disproportionate Stratified Probability sampling in which 240 sample; 120 in Experimental and 120 in Controlled group, which included all five categories. Two group Static Design in which experimental group was taught through OM INDIAN M.V.V Inclusive Lesson Plan. Gathered data were calculated with the help of Mean and F-Ratio. Results showed that Om Indian M.V.V Inclusive lesson plan is more effective than the Conventional lesson plan for attaining the goal of Inclusive Education.

**Key words-**

**Normal children-** Those children whose behavior is according to the behavior of social norms

**H.I group---** Group of children who are Hearing Impaired.

**V.I group----** Group of children who are visually impaired.

**M.R group--** Group of children who are mentally retarded.

**L.D group--** Group of children who are learning delayed.

**M.V.V-----** Short name of a researcher.

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### **I. Introduction**

The UNESCO Convention against discrimination in Education (1960) and other international human rights treaties states that education is not simply about making schools available for those who are already able to access them. It is about being proactive in identifying the barriers and obstacles learners encounter in attempting to access opportunities for quality education as well as in removing those barriers and obstacles that lead to exclusion.

One of the hindrance in the path of the goal achievement of Inclusive Education is Inclusive lesson Plan. Lesson plan is such which is developed by a teacher to guide class learning. It should be presented in an organized and structured, such way of formatting, that it can present a content of Curriculum effectively for all group of children, including those with the disabled groups.

### **II. Goals of Inclusive Education**

In keeping with the goals of inclusive education, expectations for classes are as follows-

- That all students will increase their education skills and specific abilities.
- Abilities to respect different types of learning developments.
- That the 'at risk' students will gain confidence in their interactions with the larger community.
- That the other students without disabilities will develop a heightened sensitivity about the strengths and needs of individuals with disabilities.

### **III. Hinders in Inclusive Education**

Inclusive education means that it is about how we develop and design our school, classrooms, and programmes and activities so that all students learn and participate together.

Many factors enter into creating inclusive classrooms, in which children with disabilities learn alongside typical peers. Any one of these factors or the lack of any can effect inclusion and the quality of a student's education. These hindrances are---

- Lack of Inclusive Curriculum
- Lack of Inclusive Teaching-learning process
- Lack of Inclusive lesson plan, etc.

**Lack of inclusive lesson plan as a big hindrance for inclusive education-**

A lesson plan is the teacher's guide for running a particular lesson and it includes the goal (what the students are supposed to learn), how the goal will be reached and a way of measuring how well the goal was reached (test, worksheet, homework, etc)

But unfortunately different categories of children are being taught differently with the help of different lesson plans as per the requirement of the different groups. These plans are-

1. For Normal children.
2. For Hearing Impaired (H.I) group.
3. For Visual impaired (V.I) group.
4. For Mental Retarded (M.R) group.
5. For Learning Disabled (L.D) group.

Problems with these different lesson plans-

Different formats of lesson plans for the different groups, has been made according to the need of the different groups. But in Inclusive Education, when we talk about educating all categories of children together in a one class than the various dimensions of different needs of all categories should be merged and must be entertained in such a way that satisfaction and progress both can take place.

**OM Indian M.V.V Inclusive Lesson Plan-**

With a view to make an inclusive lesson plan, different lesson plans for five major categories had been studied keenly and the format of "OM Indian Inclusive lesson plan" was made. It is as follows-

Date-	Class-	
Subject-	Duration-	
Average age-		Medium of instruction-
Communication method-		Period-
Duration-		Name of student teacher-
Topic/Skill -		
Previous Knowledge-		
Pre-language		
Current level-		
Specific knowledge		
Specific language		
General objectives		
Specific objectives		
Teaching learning Materials-		
Introduction		

Motivation for Readiness			
Sr.no	Previous knowledge based Questions/learnt task	Probable Answ	Reinforcement

Task Analysis/content Analysis/Skill –  
 Statement of Aim  
 Procedure of Presentation

Sr.no	Steps	Task No	Language point	Teacher's Activities	Blackboard work

Generalization-

Evaluation- 

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Questions/Activity (according to the lessons)-

- 1-Below base line
- 2-Progress nil
- 3-25% Progress
- 4-50% Progress
- 5-75% Progress
- 6-75% to 100% Progress
- 7-Before duration Progress-

Remark-

Home Assignment- 

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Signature of Observer

Signature of student Teacher

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#### IV. Objective

To compare the Achievement on teaching through Conventional and Om Indian M.V.V. Inclusive lesson plan.

**H<sub>0</sub>**... There is no significant difference in achievement of students taught through conventional & and Om Indian MVV Inclusive Lesson Plan.

**Methodology** – Experimental Research

**Sampling**- Disproportionate stratified (probability) sampling in which 240 sample; 120 in Experimental and 120 in controlled group, which included all 5 categories.

**Procedure & Design**- Two group static designs, in which one group consisting 120 sample was exposed to an experimental treatment, while another group consisting 120 were kept controlled. 32 students were assigned in each group of normal, V.I & H.I group Sequentially. 24 students were taken from mild mentally challenged group. One group was taught through Om Indian Inclusive Lesson plan as another was taught through conventional lesson plan. Five lesson plans related to language and communication were taught. After teaching each plan achievement test was administered and data was collected.

**Statistical Techniques Used-**

For this study, Mean and F-ratio has been used for the data analysis.

**Data Analysis-**

Source of Variance	Sum of square	d.f	Mean square variance	F – ratio	Result
Between group	0.508	7	.072571		
Within group	4317975.492	232	18611.9633	3.89915p < .01, (S)	

Tabulation shows that value of F-ratio is 3.89915, which is significant on 0.01 level of significance and 7/232 degree of freedom. Thus the null hypothesis, there is no significant difference in achievement of students teaching through conventional and Om Indian MVV inclusive lesson plan, is rejected. To see that which lesson plan is better, Mean value of the achievement scores is calculated which is as below-

Sr.no	Group	N	Mean scores derived from the post test
1	Conventional method	120	367.5
2	New Method	120	370.25
		Total-240	

**V. Result**

The Mean value of achievement scores of the experimental group is found more than the controlled or Conventional method. So the result shows that teaching through the Om Indian M.V.V Inclusive lesson plan is more effective than the Conventional lesson plan for attaining the goal of Inclusive Education.

**VI. Discussion**

The lack of Inclusive programmes under which lack of Inclusive lesson plan has been one of the deficits for attaining the goal of Inclusive Education. Studies also reveals that Lip sky (1997), Sailor (2003), finds in their research that there is a strong research base to support the education of children with disabilities alongside their non-disabled peers. Research fails to demonstrate the effectiveness of such programmes. Similarly, Deno (1997), King Spears (1997), Scott, Vitale, & Masten (1998) states that quality inclusive Education doesn't just happen. Educating children with disabilities in general education settings with access to the general education curriculum requires careful planning and preparation.

**VII. Conclusion**

- Teaching through Om Indian M.VV Inclusive lesson plan is found more effective on achievement scores for the all categories of students in compare of conventional lesson plans.
- Normal, H.I and V.I group showed comparatively high scores as through the new lesson plan, complete communication was provided.
- Though M.R group showed less achievement scores on teaching through new lesson plan but found happier and more confident with their peers.
- Students showed less doubts on teaching through Om Indian Mvv lesson plan than the Conventional lesson plans.

**Suggestions-**

This new format of lesson plan should be used in lue of the conventional one .So that the goal of Inclusive Education can be attained.

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