



INCLUSIVE EDUCATION: POLICIES, CHALLENGES AND INNOVATIVE WAYS TO PROMOTE INCLUSIVE EDUCATION

Vijay Santu Patole¹ & Deepali Shivram Kharat²

¹Asst. Professor S.S.B. College of Education, Shrirampur, Ahmednagar.

²M.Phil Student R.B.N.B. College, Shrirampur

Abstract

This is the conceptual paper in nature and it focuses on various initiatives taken by the government since India's independence in 1947 to provide education to school-aged children with disabilities. Inclusive education should be part and parcel of education system. Here are some challenges in inclusive education and some innovative activities which can bridge the gap between traditional education and inclusive education.

Keywords: *Inclusive education, policies of inclusive education, challenges and innovative practices.*



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction:

Education is the base of life and life requires all types of experiences through personal level as well as from the society. Society is nothing but the group of people having different thinking ability, culture, language, personality traits etc. Only education is the factor which combines these one directly or indirectly to get main stream. In this regard we need to study and implement the inclusive education

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-special needs students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities.

Inclusive education differs from the 'integration' or 'mainstreaming' model of education, which tended to be concerned principally with disability and special educational needs, and learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child.

The nature of Inclusive Education:

Children learning together in the same classroom, using materials appropriate to their various needs, and participating in the same lessons and recreation: that is inclusive education. In an inclusive school, children with disabilities do not study in separate classes; instead teaching methods, textbooks, materials, and the school environment are designed so that girls and boys with a range of abilities and disabilities — including physical, sensory, intellectual and mobility impairments — can be included in the same class.

The nature of this class is like; students in an inclusive classroom are generally placed with their chronological age-mates, regardless of whether the students are working above or below the typical academic level for their age. Also, to encourage a sense of belonging, emphasis is placed on the value of friendships. Teachers often nurture a relationship between a student with special needs and a same-age student without a special educational need.

Recap. Of various policies in spreading of Inclusive Education:

Inclusive Education Policy

Recommendations to send children with disabilities to mainstream schools were first made in the Sargent Report in 1944, and again in 1964 by the Kothari Commission (Julka, 2005). Despite this, the change has been slow, with segregation in special schools dominating the scene until recently. The 1995 Persons with Disability Act (PDA) states that disabled children should be educated in integrated settings where possible, although it seems that the lack of implementation may be due to there being no enforcement agency for this legislation.

The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action 1992) stresses the need for integrating children with special needs with other groups. The objective to be achieved as stated in the NPE, 1986 is "to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence"

UNICEF's Report on the status of Disability in India 2000 states that there are around 30 million children in India suffering from some form of disability. The Sixth All-India Educational Survey (NCERT, 1998) reports that of India are 200 million school aged children (6-14 years), 20 million required special needs education. While the national average for gross enrollment in school is over 90 percent, less than five percent of children with

disabilities are in school. The majority of these children remain outside mainstream education.

The National Curriculum Framework for School Education (NCERT, 2000) has recommended inclusive schools for learners with special educational needs by making appropriate modifications in the content, presentation and transaction strategies, preparing teachers and developing learning friendly evaluation procedures.

Inclusive Education in Sarva Shiksha Abhiyan:

Sarva Shiksha Abhiyan (SSA) was launched to achieve the goal of Universalisation of Elementary Education. This adopts a zero rejection policy and uses an approach of converging various schemes and programmes. The key objective of SSA is Universalisation of Elementary Education (UEE). Three important aspect of UEE are *access, enrolment and retention* of all children in 6-14 years of age. A zero rejection policy has been adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided meaningful and quality *electronic Journal for Inclusive Education, Vol. 2, No. 2 [2007], Art. 7* schools, Removal of Architectural barriers, Research, Monitoring and evaluation, Girls with disabilities. SSA provides up to Rs.1200/- per child for integration of disabled children, as per specific proposals, per year. The interventions under SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, monitoring and evaluation and a special focus on girls with special needs.

The National Curriculum Framework 2006:

“For teaching to serve as a means of strengthening our democratic way of life, it must respond to the presence of first generation school- goers, whose retention is imperative owing to the Constitutional amendments that have made elementary education a fundamental right of every child. Ensuring health, nutrition and an inclusive school environment empowering of children in their learning, across differences of caste, religion, gender, disability, is enjoined upon as by the Constitutional amendment.

The Right of children to Free and Compulsory Education Act,

2009 had a clear provision in its Chapter II under clause 3 subsection 2 stated that- For the purpose of sub-section (1), no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary

education. -Provided that a child suffering from disability, as defined in clause (i) of section 2 of the persons with disabilities (Equal Opportunities, Protection and full Participation) Act, 1996 shall have the right to pursue free and compulsory elementary education in accordance with the provision of Chapter V of the said Act.

Curriculum Primary Education 2012:

Translation of subjects other than language Part I and II was given to Inclusive Education Department from Curriculum Development Department. For different training Programmes training module, handbook is always prepared by Parishad. To get the advantage of this material to teachers of Urdu and English medium schools, it should be translated in Urdu and English. Work of translation is given to this section. The information of expert teachers of Urdu and English medium was collected from Education Officers (Primary and Secondary), Principals of DIET 's. But many of the districts have not given the information. The rate per page for translation was asked to Balbharti/SSC Board. The list of experts also was taken from Balbharti/SSC Board. "Bhasha Cell" is also established at Parishad level. Class I, II & III Officers from Inclusive Education Department are looking after the work of "Bhasha Cell."

Projects of education in India:

There are some projects of education of children with disabilities in India:

1. Project for Integrated Education Development (PIED)
2. Integrated Education for the Disabled Children (IEDC)
3. District Primary Education Project (DPEP)
4. District Rehabilitation Centre and National Programme for Rehabilitation for Persons with Disability (NPRPD)
5. UN Support to primary education : Community School Programme.
6. Sarva Shiksha Abhiyan (SSA) (Movement to Educate All).
7. Inclusive Education of the Disabled at Secondary Stage (IEDSS)

Challenges in Implementation of Inclusive Education:

However, for achieving success in inclusive education in India there lies several obstacles and challenges. Many problems such as, lack of well educated teachers, curriculum, resources, good infrastructural facilities, awareness, positive attitude, plans, policies are creating hurdles for extending the concept of inclusive education in India

These are some real challenges;

1. No Teacher Training College.
2. Lack of Competent Teacher Educator
3. No proper Infrastructure and Resources
4. No special Designed Curriculum.
5. No scope for skill development.
6. No time to prepare teachers for such classes.
7. No any kind of orientation programmes or internship programme for teachers.
8. Absence of pedagogy and relevant skills.

By taking above things into consideration, we should think in different ways to make the inclusive education as the integral part of the education system of India. We need to develop the positive attitude among the teacher community as well as in the society. We need to broaden the views of everyone so there will be the acceptance of these kinds of students in inclusive education. Inclusive education will be effective one on the basis of following qualitative activities.

Identification of Students' Needs and Rights:

As a teacher one should know the children with disabilities who do and do not attend school, to find out the support services, to study the educational and social policies, and barriers to inclusion in an area. Proper justice should be given to the students as well as one should fight for the rights of these students. Education policies should reach to the each student with effective implementation.

Encourage to Parents and families for two-way process

Mothers, fathers and other family members are also crucial to the success of an inclusive education in the society. A nation can lead when the equity in all aspects is seen. We have to encourage the parents and families to take part in the social and educational activities. Because these are the people who know their children, sisters or brothers with disabilities, and who may have the best understanding of both their problems and abilities. Understanding of such students at family level and school level will clear the complex way of living the life.

Engage the community

Man is the social and all Children, parents, families, teachers and education officials all live in communities. Communities have same thinking level and same attitude, but we have to engage them in the inclusive education because inclusive education works best when all sectors of society are involved. Key stakeholders within inclusive education programmes

include local civil society leaders, community leaders, religious leaders, local government representatives and other relevant contacts. We should make good use of all literate as well as all illiterate person for creation of learning in innovative ways.

Framing of curriculum

There should be always creation of a flexible curriculum and inclusive assessment system. All people from different fields of their career must be encourage to draft curriculum and syllabus for inclusive education. Views of writer, poet, Artists, Leaders, Businessmen and social workers should be included while framing the curriculum for inclusive education and this will lead towards society having value of mankind.

Teacher Training :

Teacher is the community which is highly respected in the society. The Teacher Preparation Programme should include subjects with high social and community content because they need to be sensitive to the needs of students and the environment. But the Government should train teachers so effectively because many teachers are never taught how to teach children with disabilities, or generally how to teach in a child-friendly. There should not any kind of gap between traditional teacher and special teacher. Each teacher should be trained in an active way to adopt innovative teaching methods and should learn all sign language to teach even deaf and dumb students. His creativity should be developed in such kind of teacher training institute.

Scope for Religious Discourse:

People of the society like to follow modern way of living as well as like to follow the orthodox paths. Differences on the basis of language, religion, colour, nation, caste are always harmful for nation building. So to create feeling of integration in the society we should ask to the religious leaders to focus on the way of living or could be the part of religious discourses. Such recognition inspires people in the community to support inclusive education, and helps fight the ignorance or discrimination that might have kept children with disabilities out of school and out of community life. Feeling of oneness can be disappeared from the society for one nation one identity.

Use of Role play in teaching and learning:

In inclusive education students should assigned different activities to overcome the problems in teaching and learning. Proper exposure and proper guidance will make them so confident in the area of learning as well as living in the society. Role play is the method where one like to show his or her hidden talent through acting before others. Playing roles is not as easy as

answering the questions but it can be made easy by keeping practicing, by observing the different people from the society. Acting, or character playing, facial expressions, delivery of dialogues, and movements on the stage or in the classrooms boosts the confidence of all types of students. So teacher has to follow this kind of teaching technique.

Establishment of skill development Centre:

The National Skill Development Corporation India (NSDC) was setup as a one of its kind, Public Private Partnership Company with the primary mandate of catalysing the skills landscape in India. Vocationalization of education through specific training programs, evolution of credit framework, entrepreneur development, etc. So at the school level as per the need and interest of students we should support them in making the careers. It is also believed that one can choose the career as per the scope for specific skills and interest. So such centres should be established.

Conclusion:

All students, irrespective of their sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability and they have the right to have equal opportunity in education and we should have the same attitude to transfer the knowledge and skills to the learners so they will have good name and fame in the society.

References:

- Govt. of India., "Draft of Inclusive Education Scheme", MHRD, 2003.*
NCERT., "Position Paper National Focus Group on Educational of Children with Special Needs", New Delhi, 2006.
Rao, I. (2003)., "Inclusive Education in the Indian Context", NCERT, 16-17 September, New Delhi.
SSA., "Education of Children with Special Needs in SSA Confluence Concept and Meaning of Inclusion", Vol.(1) New Delhi, (2006)
Tyagi, K.Ed., "Elementary Education", APH Publishing Corporation, New Delhi, (2013).