

EDUCATIONAL POLICIES AND PRACTICES FOR INCLUSIVE EDUCATION: A CONCEPTUAL STUDY

Rekha Nariwal, Ph. D.

Associate Professor, Department of Education, Bhawanipur Education Society College 5, Elgin Road, Kolkata - 700 020

Abstract

The present conceptual research focused on the study is to discuss the educational policies and practices for Inclusive Education. IE is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. Inclusive Education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. It is one of the most effective ways in which to promote an inclusive and tolerant society. Inclusive education has been defined at various ways that addresses the learning needs of the differently abled children. The efforts of the Government of India over the last five decades have been towards providing comprehensive range of services towards education of children with disabilities. Inclusive Education (IE) begins with the premise that all learners have unique characteristics, interests, abilities and particular learning needs and, further, that learners with special education needs must have equal access to and receive individual accommodation in the general education system. Inclusive education approaches differences and diversity affirmatively, recognizing the value of such differences and the learning opportunities that such diversity offers. Inclusion implies transition from separate, segregated learning environments for persons with disabilities reflected in the "special education" approach, to schooling in the general education system. Effective transitions from special education approaches to inclusive education requires careful planning and structural changes to ensure that learners with disabilities are not placed within the regular or mainstream school system without the appropriate accommodation and supports that ensure an inclusive learning environment. The present paper focused on the study of educational policies and practices for Inclusive Education with prime objectives are (i) To know and understand the concept of Inclusive Education (IE). (ii) To analyses the need and importance of Inclusive Education (IE). (iii) To analyses the educational policies and practices for Inclusive Education (IE). The methodology of the research is a different type involving an interpretative, conversation, observation and study secondary sources, like books, articles, journals, thesis, university news, expert opinion, and websites, etc.

Key Words: Educational Policies, Inclusive Education



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Introduction:

All children should have the occasion to learn together, should have equal access to the general education system, and should admit individual accommodation where demanded grounded on disability or other difference. Addition in the CRPD favors transition from separate, segregated literacy surroundings for persons with disabilities to training within the general education system with the necessary supports to make addition meaningful. The principle of addition is a element of availability, vacuity, adequacy and rigidity. Inclusive education means scholars and special requirements scholars learn while participating the same physical space and interacting socially and academically. Through IE to develop

individual strengths and gifts, with high and applicable prospects for each child. Work on individual pretensions while sharing in the life of the classroom with other scholars their own age. Involve their parents in their education and in the conditioning of their original seminaries. Foster a academy culture of respect and belonging. Inclusive education provides openings to learn about and accept individual differences, lessening the impact of importunity and bullying. Develop *gemütlichkeit* with a wide variety of other children, each with their own individual requirements and capacities. Appreciatively affect both their academy and community to appreciate diversity and addition on a broader position. Children grow into grown-ups who live in a world filled with people different from themselves; learning how to interact and work with these people is a crucial accomplishment of nonage, as integral as academic proficiency. An inclusive academy is a perfect training ground for real life, because diurnal social, physical and academic commerce between scholars who are generally developing and their special requirements peers means scholars develop-

Greater Sensitivity- Children who develop in a typical manner come more sensitive by learning side- by- side with special requirements children. They understand how words can hurt, they exercise tolerance, and they learn empathy.

More understanding of strengths/ sins Scholars- In inclusive seminaries learn that everyone has strengths and sins. They learn to appreciate these differences and how to unite in order to negotiate commodity.

Further Tolerance- Inclusive training teaches kiddies the value of another human being no matter what that person looks or sounds like. Physical and internal differences don't equate to a lower value.

Objectives of the Study:

1. To know and understand the concept of Inclusive Education (IE).
2. To analyses the Need and Importance of Inclusive Education (IE).
3. To analyses the Educational Policies and Practices for Inclusive Education (IE).

Concept of Inclusive Education:

Inclusive Education as a tutoring model whereby all scholars, anyhow of their capability, learn together in one terrain.

Inclusive education means that scholars should be handed meaningful education in an optimum terrain so that they can make their life staid and successful.

Description of inclusive education according to Stephen and Blackheart – “Mainstream education means the provision of education in ordinary classrooms of children or equal occasion grounded on cerebral thinking which promotes applicable social humanization and learning through individual planning.”

The end of an inclusive education terrain is to insure that all scholars are treated fairly and get equal openings. Within an inclusive education terrain, pupil diversity and oneness should be celebrated without demarcation.

Inclusiveness of education countries that a normal pupil and a else- abled should get equal openings to get the education to meet the special educational requirements.

Features of Inclusive Education

Following are the salient features of Inclusive Education (IE) -

- ✓ Inclusive education is similar education under which physically hindered children and normal children together take education in normal class. Some further backing is handed to hindered children. Therefore inclusive education is a practical result to the anti-segregation of children with disabilities.
- ✓ It isn't a cover for the exclusive. Inclusive education is a complement to technical education. Occasionally veritably many physically challenged children can be admitted to an inclusive educational institution. Seriously, hindered children who take education in technical educational institutions, after acquiring communication and other bents, they can also get admission in coordinated seminaries.
- ✓ Format of this education has been given so that the hindered child gets equal education openings and they can live their life by getting tone- reliant like other people in the society.
- ✓ Provides less restrictive and more effective terrain to the impaired children so that they can live like normal children.
- ✓ It's helpful at every position of the society in creating a healthy social terrain and relationship between the impaired and normal children in the society. It minimizes the distance between each other in the society and provides a feeling of collective cooperation.
- ✓ This is a system under which physically hindered children are considered as important as normal children.

Need of inclusive Education: The need for inclusive education is necessary for every country because, with the help of inclusive education, the child takes education in a general atmosphere and tries to make himself like a normal child, indeed though it includes blessed children, special children, and impaired children.

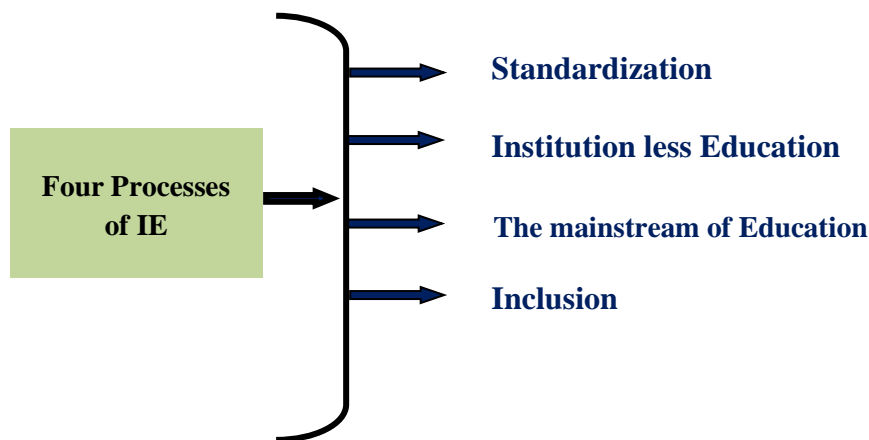
- ✓ There are numerous similar children who are different from the normal child, they're given education together because the capability of literacy can be increased in those children.
- ✓ Inclusive education through inclusive education system provides an occasion for children in which impaired children get occasion to progress mentally along with normal children.
- ✓ It's such an education in which the principle of equivalency of education is followed, as well as educational integration is also possible through this education frame.
- ✓ As mentioned over, both normal and hindered children take education together typically, due to which a natural terrain is created between them, which develops a sense of concinnity, brotherhood and equivalency among the children.
- ✓ Where normal children and special children take education together, there's lower expenditure in education as it optimizes the coffers and maximizes its productivity and application.
- ✓ It's the education where small society is formed where all types of children get education together, as a result of which rates like morality, love, sympathy, collective cooperation can be fluently increased in them.

- ✓ Feelings like learning and social competition are also developed in children through it.
- ✓ In moment's period, it has special significance because only this education can bring change in moment's society, so it should be encouraged more and more.

Importance of Inclusive Education: (IE) refers to the education system in which a normal pupil spends utmost of his time in academy with a else- abled pupil. The term " else- abled pupil " refers to any pupil with disabilities.

In other words, inclusive education is opposed to giving education to children with special requirements else from normal children.

There are Four Processes of IE–



There are four processes –

Standardization – Normalization is the process which creates a normal social terrain for the talented children and youth to learn the work as far as possible.

Institution less Education – Institution less education is such a process in which more and more talented boys and youthful girls exclude the limitations of those who take education in domestic seminaries and give them with the occasion to get education among the general public.

The mainstream of Education – The mainstream of education is the process in which blessed children are related to normal children through the day to day education.

Inclusion – Inclusion is the process that brings blessed children to the general education room for their education in any case the contrary of coordinated separation. Separation is the process in which a particular group of society is linked independently and gradationally the social and particular distance between that group and that of the society increases.

Educational Programs on Inclusive Education: The government of India is naturally committed to icing the right of every child to introductory education. The Government of India has created multitudinous programs around special education since the country's independence in 1947. One of the foremost formal enterprise accepted by the GOI was the Integrated Education for Disabled Children (IEDC) scheme of 1974 (NCERT, 2011). The Kothari Commission (1966) which stressed the significance of educating children with disabilities during the post-independence period (Pandey 2006). In 1980s the also ministry of Welfare, Govt. of India, realized the pivotal need of an institution to cover and regulate the

HRD programmes in the field of disability recuperation. Till 1990s, ninety percent of India's estimated 40 million children in the age group- four- sixteen times with physical and internal disabilities are being barred from mainstream education. The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (1992) stresses the need for integrating children with special requirements with other groups. The Government of India enforced the District Primary Education Project (DPEP) in 1994 – 95. In late 90s (i.e. in 1997) the gospel of inclusive education is added in District Primary Education Programme (DPEP). This programme laid special emphasis on the integration of children with mild to moderate disabilities, in line with world trends, and came one of the GOI 's largest flagship programmes of the time in terms of backing with million rupees (roughly 740 million US bones). Sarva Shiksha Abhiyan (SSA) was launched to achieve the thing of Universalization of Elementary Education in 2001, is one similar action. Three important aspect of UEE are access, registration and retention of all children in 6- 14 times of age. A zero rejection policy has been espoused under SSA, which ensures that every Child with Special Requirements (CWSN), irrespective of the kind, order and degree of disability, is handed meaningful and quality education. National Curriculum Framework (NCF) 2005 has laid down a clear environment of inclusive education. In 2005, the Ministry of Human Resource Development enforced a National Action Plan for the addition in education of children and youth with disabilities. Likewise, IEDC was revised and named Inclusive Education of the Impaired at the Secondary Stage (IEDSS) in 2009- 10 to give backing for the inclusive education of the impaired children at 9th and 10th classes. This scheme now contained under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013. It's important to integrate these children into regular seminaries to help them fraternize and make their confidence.

The Right to Education (RTE) must apply to all citizens of India. State and central Governments as well as all the other social actors should fete the significance of a broadened conception of inclusive education that addresses the different requirements of all learners. 2. A policy of addition needs to be enforced in all seminaries and throughout Indian education system (NCF, 2005). Seminaries need to come centers that prepare children for life and ensure that all children, especially the else abled children from marginalized sections, and children in delicate circumstances get the maximum benefit of this critical area of education.

Conclusion: IE is the veritably important conception for nation structure. Addition is further than a system of educating scholars with disabilities. It stresses that each child, anyhow of the intensity and inflexibility of his or her disabilities, is a valued member of society and is able of sharing in that society. A good inclusive education is one that allows all the scholars to share in all aspects of classroom inversely or near to equal. To meet the challenges, the involvement and cooperation of preceptors, parents, and community leaders is vital for the creation of better and further inclusive seminaries. The Government of India is trying to ameliorate its education system fastening on the inclusive approach. The challenges can be overcome by raising mindfulness of mortal rights in communities and publicizing positive exemplifications of impaired children and grown-ups succeeding in inclusive education and in life beyond academy as a result. We need to develop an inclusive design of literacy to make the education joyous for all children so that the education for them is drinking, learner

friendly and salutary and they feel as a part of it does not piecemeal from it. Thus, Addition arose as a good result to the question of how to educate these children more effectively.

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