

Inclusive Education: A Supportive System for Deprived Section of Society

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Abstract:

We need to design inclusive learning to make education fun for all children, so that education is welcoming, friendly and helpful, and they feel a part of, not apart from, education. Inclusion emerged as a viable solution to the problem of how to better educate these children. Good inclusive education allows all pupils to participate equally or almost equally in all elements of the classroom. To build stronger and more inclusive schools, educators, parents and community leaders must work together to solve the problems. The Indian government is working to improve its education system by emphasizing an inclusive approach. The concept of inclusiveness is not new to India. In today's world, the emphasis is still on creating an inclusive atmosphere for all children. Inclusive education refers to the education of all children in conventional schools, including those with and without disabilities. It is a method that takes into account each child's individual qualities, interests, abilities and learning needs. Inclusive education is gaining ground in today's education system. Inclusion without 'adequate' general education preparation will not produce satisfactory results. Capacity for inclusive education needs to be built at all levels.

Methodology: Researcher collected data from various sources including web pages, journals, articles, e-books, reports, committees, national education plans, and articles published in local/national/global publications. Books, articles, libraries, reports, personal sources, magazines, newspapers, web pages, government documents and online data were used as secondary data sources for this review study.

Aims: This article explores the concept of inclusive education, including its issues and challenges, requirements, importance, barriers, implementation strategies, existing policies and future prospects in India. This article does not attempt to define inclusive education, but rather to address the individual needs of each child, including the disabled.

Keywords: Inclusive, Education, Equal, Opportunities Programmers, and etc.

Introduction:

Inclusive education has been characterized in a variety of ways to address the learning needs of children with disabilities. Over the last five decades, the Government of India has worked hard to provide a wide range of services for the education of children with disabilities. In order to provide equal opportunities to children with disabilities in mainstream schools and to promote their retention, the Integrated Education for Disabled Students (IEDC) Scheme was introduced in 1974. The government's efforts in the area of inclusive education can be traced back to the National Education Policy of 1986, which set the goal of "integrating the disabled into the general community at all levels as equal partners, preparing them for

normal growth and enabling them to face life with courage and confidence". The World Declaration on Education for All, adopted in 1990, gave impetus to the countries many activities.

The Rehabilitation Council of India Act of 1992 established a training programme for professionals to meet the needs of students with disabilities. The National Policy for Persons with Disabilities, published in 2006, aims to provide a framework within which the government, public society and the private sector must work to promote a dignified life for persons with disabilities and support for their caregivers. The Right of Children to Free and Compulsory Education (2009) is the most recent improvement, guaranteeing all children between the ages of six and fourteen the right to free and compulsory education. The law must be interpreted in conjunction with Chapter V of the Persons with Disabilities Act, 1995, when it comes to the education of a disabled child. According to Chapter V of the PWD Act, every child with a disability has the right to free education up to the age of eighteen. With this in mind, the Indian government has accelerated the new Inclusive Education programme to achieve the goal of Education for All by 2010. Inclusion is an effort to ensure that diverse learners - those with disabilities, those who speak different languages and cultures, those who come from different homes and families, and those who have different interests and learning styles - are included. Inclusive education refers to the inclusion of all students in mainstream education, regardless of their abilities and deficiencies. It is clear that India's education policy has shifted towards a greater emphasis on children and adults with special needs, with inclusive education in mainstream schools being a key policy objective. In virtually every country, inclusive education has become one of the most pressing educational issues. With the publication of the Salamanca Declaration by UNESCO in 1994, a large number of developing countries began to reformulate their policies to promote inclusion.

Concept of inclusive education:

The placement and education of children with disabilities in mainstream classrooms with non-disabled children of the same age is called inclusive education. It means that mainstream schools and classrooms are genuinely adapted to meet the needs of all children and that differences are celebrated and valued. All children have the opportunity to learn and participate in school and community life. This is promoted as a way of breaking down barriers, improving outcomes and eliminating discrimination. Pupils with special needs are provided with essential support services and additional support for both children and teachers. It means meeting the needs of all students, including those with disabilities, for a free and high-quality public education in the least restrictive and most effective environment. It is widely accepted that all children can be educated to their full potential in a common school. Throughout history, the Government of India has taken numerous initiatives to provide educational opportunities to children with disabilities. In 1974, the IEDC was established with this aim in mind. In 1974, IEDC was established with this aim in mind. In 1986, National Plan for Inclusive Education (NPE) reaffirmed inclusive education as 'aimed at integrating persons with disabilities into mainstream society at all levels as equal partners, preparing them for normal growth and enabling them to face life with courage and self-confidence'. It is clear that India's education policy has shifted towards a greater emphasis on children and adults with special needs.

Background of inclusive education:

The Government of India has a constitutional obligation to ensure the right of every child to primary education. The Government of India has enacted numerous special education policies since the country's independence in 1947. One of the earliest formal initiatives taken by the Government of India was the

Integrated Education for Disabled Children (IEDC) Scheme of 1974 (Seventh all India School Education Survey - NCERT, 2017). The Kothari Commission (1966), which highlighted the importance of education for children with disabilities in the post-independence period (Sharma B. , 2011). In the 1980s, the then Ministry of Welfare, Govt. of India, realized the critical need for an institution to monitor and regulate the human resource development programmes in the field of disability rehabilitation. By the 1990s, ninety per cent of India's estimated 40 million children between the ages of four and sixteen with physical and mental disabilities were excluded from mainstream education. The National Policy on Education, 1986 (NPE, 1986) and the Action Programme (1992) emphasize the need to integrate children with special needs with other groups. The Indian government implemented the District Primary Education Project (DPEP) in 1994-95. The philosophy of inclusive education was incorporated into the District Primary Education Programme (DPEP) in the late 1990s (i.e. in 1997).

The need and importance of inclusive education:

There have been international efforts to include children with disabilities in mainstream education. To achieve truly inclusive education, we need to think about and include children with special needs in mainstream schools. This is because these children face a number of barriers to learning and participation in the classroom. As mainstream classrooms become more diverse, teachers recognize the value of accepting each student as unique. In effective inclusive programs, teachers adapt activities to include all students, even if their individual goals may be different. A better way to help all students succeed is through inclusive education.. Studies show that most students learn and perform better when they receive a full mainstream curriculum. A growing body of research has shown that children do better academically in inclusive settings and that inclusion provides opportunities to develop relationships. Among these advantages are: friends, social skills, personal principles, comfort with people with special needs and nurturing classroom environments.

Inclusive education is the process of broadening students' participation in, and lessening their exclusion from, the culture, curriculum and community of their local school.

- Inclusion is about the restructuring of school cultures, policies and practices so that they are responsive to the diversity of pupils in their localities.
- Integration is about promoting mutually supportive relationships between schools and communities.
- Educational integration is an aspect of social integration.

The basic principles of inclusive education: The following are important principles of inclusion

1. Sharing of responsibilities among functionaries working at different levels
2. Provision of additional support to children
3. Development of a collaborative framework to meet the additional needs and interests of children
4. Implications for different types of disabilities
5. Knowledge of the family and social environment of the children
6. Modifications in teaching-learning strategies and modalities
7. Ensuring community support and help from other functionaries working at different levels
8. Improving professional competencies of teachers

Opportunities for inclusive education:

- Gives students with disabilities access to curricula and textbooks that most other students without

disabilities are exposed to other students who do not have disabilities.

- Inclusive education enables disabled and gifted people to learn according to their potential and needs.
- Provides equal educational opportunities for children with special needs. The principles of social justice and human rights underpin inclusive education. No separate education for special children because it is seen as dehumanizing, ineffective and expensive.
- Inclusive education provides children with special needs with an appropriate education that gives them to achieve their best and safeguards the interests of the children.
- Inclusive education firmly states that educational institutions should, as far as possible, make their facilities and programmes so that they can be used with relative ease by pupils with physical disabilities.
- With the right training, support and strategies, children with special educational needs can be successfully in mainstream education.
- Inclusive education services offer excellent choice and take into account the views of parents and children.

Prospects for inclusive education:

Inclusive education means making education universal, regardless of disability, and ensuring social equity. It emphasizes that students with special needs can be integrated into the mainstream education system without being segregated. Inclusive education is a developmental approach that aims to meet the learning needs of all children, young people and adults, with a particular focus on those who are marginalized and excluded. There has been a proliferation of publications, policy papers, workshops and other events in support of the concept of inclusion. However, some organizations and individuals question whether a mainstream classroom can provide a quality education for children with disabilities. The Flagship Goal is the main goal of inclusive education. By recognizing the right to education, it brings together all Education for All partners working towards quality education for all disabled children, youth and adults. An alliance of diverse groups, including global disability organizations, international development agencies, intergovernmental organizations and special and inclusive education professionals, has come together to form the Flagship. To achieve this goal, all parties must include the full participation of persons with disabilities and their families in the planning of all Flagship activities. Encourage the full participation of persons with disabilities and their families in the development of policies and guidelines for the education of persons with disabilities at local, national, regional and global levels. To ensure that all governments, donors and non-governmental organizations (NGOs) support the universal right to education for all children, youth and adults with disabilities. As a result, we as teachers, parents, educators and others need to facilitate the implementation of inclusive education not only as a programme but also as an ideology - an ideology based on human rights principles that emphasizes the importance of the individual and respects his or her potential in the teaching-learning process.

The challenges of an inclusive education:

- The latest challenge of inclusive education is to meet the needs of all children, with and without disabilities, in the mainstream classroom. Overcoming attitudinal and social barriers is not an easy process and requires much struggle and commitment.
- The determinants of community attitudes towards disability and inclusion are limited understanding of the concept of disability, negative attitudes towards people with disabilities and entrenched

resistance to change.

- The challenge for inclusive education comes from different directions, e.g.
- Attitudinal factors.
- Parental approach.
- Resistance to change.
- Rigid school system and learning environment.
- Lack of clear educational policies.
- Lack of teaching and learning materials.
- Insufficient budget.
- Poor community response.
- Remove barriers to learning and involvement.

Inclusion within the Indian environment:

There is a long cultural tradition of inclusive education in India and the country has always been and remains an inclusive society in the sense that a variety of cultural and religious beliefs exist side by side. The Sergeant Report in 1944 and the Kothari Commission in 1964 both made recommendations to include children with disabilities in mainstream schools (Julka, 2005). Despite this, progress has been gradual, with segregation in special schools prevailing until recently. The Equal Opportunities and Rights of Persons with Impairments Act of 1995 was a landmark piece of legislation that provided for the educational and economic rehabilitation of persons with disabilities. It stipulates that children with disabilities up to the age of 18 are entitled to free education in an appropriate environment. The Sarva Shiksha Abhiyan (SSA) is a government initiative which is currently in the process of implementation. This proposal seeks to implement 'Universalisation of Elementary Education' (UEE) in a mission mode, with the aim of providing quality elementary education to all children between the ages of 6 and 14. SSA includes inclusive education as a key component, with the aim of achieving Education for All by 2010. According to UNICEF's Report on the Status of Disability in India 2000, there are approximately 30 million children in India with some form of disability. Of India's 200 million school-age children (6-14 years), 20 million require special education, according to the NCERT's Sixth All-India Educational Survey (NCERT, 1998). Although the national average gross enrolment rate is over 90%, only about 5% of children with disabilities attend school. They are often excluded due to poverty, gender, disability, caste, religion and so on.

Indian policy and legislative context:

In order to make education a right for all children, various programs and efforts have been made in India over the years. The main legislative provisions are as follows -

1. Constitutional provisions
2. Disabled Persons (Equality of Opportunity, Protection of Rights and Full Participation) Act, 1995 (Disabled Persons' Rights Act)
3. Rehabilitation Council of India Act, 1992 (revised 2000)
4. Right to Education Act - 2009 (revised 2018)
5. National Trust Act 1999 Right to Education Act (RTE) objectives have not been achieved due to lack of basic infrastructure, adaptive teaching and learning materials and various other problems.

Conclusion:

All children, irrespective of caste, religion, ability, etc., are guaranteed education under the Right to Education Act 2009. It is imperative that we build an inclusive society through an inclusive approach to education. This has involved us challenging conventional wisdom and developing a new set of core assumptions. Inclusion is more than a method of educating pupils with disabilities. It emphasizes that every child, regardless of the is a valued member of society and can participate in that society. A good inclusive education is one that enables all pupils to participate on an equal or near equal basis in all aspects of the classroom. To meet the challenges, the involvement and cooperation of educators, parents and community leaders is essential to create better and more inclusive schools. By focusing on an inclusive approach, the Indian government is trying to improve its education system. The success of inclusive education depends largely on the mixing of typically developing children with Disabilities. An important aspect of the relationship with classmates is the support they receive from students in the classroom. This means that able-bodied children who are a little ahead in their studies can also help their classmates with disabilities in some educational matters in the classroom. At present, in some developed countries, there is short-term training of normal students in this area.

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