

Policies and Strategies in Inclusive Education

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Mrs. V. Sridevi

*Assistant Professor of Biological Science
N.K.T. National College of Education for Women, Chennai*

Abstract

According to Jenny Corbett (2001), "Inclusion is not just about disability but concerns a school climate and culture which welcomes and celebrates differences and recognises individual needs." The society where the disabled lives becomes competitive and lags behind in the run of his/her life. Such deprivation leads to exclusion which results in diffidence and backwardness. In this competitive world and complex day-to-day life they faces challenge at every step are makes to feel inadequacy to meet it. Hence inclusion is felt essential for success of life and any exclusion is damaging for his/her development. Therefore providing inclusion enhances the qualities of self-confidence; self-esteem and strength of body, mind and spiritual are nourished to meet the challenges. The goal of inclusive education policies and initiatives is to provide all children, regardless of their background, ability, or disability, with the same opportunities to receive a high-quality education. These include legal frameworks, support services, curriculum adaptations, teacher training, and fostering a supportive school environment. The goal is to create learning environments where every student feels valued, accommodated, and empowered to thrive academically and socially. The Special Education needs inclusion as a social welfare measure. There are many policies and my aim is to bring some valuable themes to limelight. Firstly to explore the values that are taking shape in our society and secondly, they look at the values to be implemented or adopted in our Government policies and practices in schools. A national commitment has emerged around the increasingly popular idea of inclusive education, with the government placing an emphasis on inclusion.

Keywords: Inclusion, Disability, Diffidence, National Commitment.

Introduction

Education is the systematic and regular process that equips the learners with knowledge, victory of skills, values and attitudes which enables them to participate effectively in all the making of life. In India the number of persons with disability is estimated to be 1.8 present of total Indian population (58th round of national sample survey. Census of India 2001 estimated total 1, 06, 34, 881 persons out of which 1.03 % of total population are visual impairment and 0.13% of total population with hearing impairment. The requirements of people with impairments are met by one of the three thousand special schools that exist today.. As per 1999 report, in this 900 schools are working for hearing impaired children 400 for visual impairment, 1000 for the mental retardation and 700 are for physical disabilities respectively. The enrollment, material preparation, and delivery of assistive equipment for impaired students is also being handled by various non-governmental organisations (NGOs) in special educational settings.

To achieve the target of EDUCATION FOR ALL, operationalize an inclusive educational programme is a priority issue. Special Education has occupied an important place in Indian education. The Kothari Commission (1964-66) considered, “The education of the handicapped children as far as possible in ordinary schools. NPE (1986) and POA (1992) also discussed about Education of the handicapped and presented the guidelines for action to be taken while emphasized the need for the expansion of integrated educational programme.

Policies and Legislation Regarding Children with Special Needs

The people were influenced by a particular tradition in the 1960s. The Christian missionaries first began helping youngsters with disabilities. The Integrated Education for Disabled Children (IEDC) programme began in 1974 under the “Ministry of Social Justice and Empowerment,” but it was transferred to the “Department of Education” under the “Ministry of Human Resource Development” in 1976. It was amended once again in 1992.

In the year 1976-77, IEDC Scheme was introduced to the selected senior secondary schools of Delhi through the Educational and Vocational Guidance Bureau. Over 1,33,000 students with disabilities in 27 states and 4 union territories benefited from the programme in 2002, when it had expanded to 41,875 schools. (Department of Education, Maharashtra Human Resource Development, 2003).

In addition, from 1987 to 1994, a different programme known as Project Integrated Education for Disabled (PIED) was implemented in ten blocks across the states of Madhya Pradesh, Maharashtra, Odisha, Rajasthan, Tamil Nadu, Mizoram, Haryana, and the municipal corporations of Delhi and Baroda.

The main objectives was to prepare a general education system along with disabled children to develop an attitude of acceptance and in order to advance the degree of achievement, everything else being equal,. In 1994 UNESCO adopted Salamanca Declaration which was signed by 92 Government and 25 International Organization. The statement and framework for action are strongly promoting Inclusive Education and”School for all”. An International Centre for special needs education has been inaugurated in New Delhi by the Government of India and UNICEF. This facility will serve the requirements of the Asia Pacific region. This is in accordance with what UNICEF says: “to ensure sensitization of teachers to the requirement of disabled students, regular in-service training will be provided and disability element in the syllabus of B.Ed. and M.Ed. courses well built.”

District Primary Education Project (DPED) is a major programme launched by Government of India in 1994. Inclusive Education for the Disabled components was added in DPEP in 15 states. The major objective is to Universalize Primary Education (UPE). The other objective was to cater to all disabled children, despite their impairments and to enable them to participate and contribute on equal terms with the rest in national development. There are different service delivery models:

Resource Room Model Inerant Teacher Model Dual Teaching

- Alternative Schooling Distance Learning
- NGO approach
- Mobil Kit Model
- Reorientation of Resource Teacher

Special Attention should be paid to the development of teaching-learning material required for different categories of students as well to classroom management and other pedagogical strategies needed to provide high quality rich education to the children with special needs. The most recent educational movement is Sarva Shiksha Abhiyan (SSA). It is a time-bound project with the goal of providing all children with disabilities, between the ages of 6 and 14, with a quality elementary

education by 2010. It promotes social justice and expresses the political will. It highlights the importance of religious and linguistic minorities, children with special needs, SC/STs, and underprivileged groups participating.

There has been no higher authority in India's special education sector since 1992 than the Rehabilitation Council of India. It recognizes the training needs and regulates different training programmes for rehabilitation of the disabled.

The PWD Act (1995) lays forth the duties of both the federal and state governments in relation to handicapped people's services. The relevant federal and state agencies, as well as any applicable municipal governments, are required to:

Up until they become 18, children with disabilities are eligible for free public schooling.

Help students with disabilities become fully integrated members of their regular school communities.

Adequate Teacher Training Institutes are set up to produce trained manpower is available for special schools

Adopting the philosophy of comprehensive care for individuals with particular impairments, the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple impairments Act, 1999 was put into effect. The National Centre for Fair Student Conduct (2000) states that students with and without disabilities benefit equally from inclusion and inclusion-based learning environments.

Biwako Millennium Framework (2002) discussed different issues, action plans, strategies and identified seven priority areas for action towards an Inclusive set-up framework aim were to create a Barrier-free and Right based society. National Curriculum Framework (NCF, 2005) also emphasized the need of inclusive education for the betterment of the society. Everyone has the inherent right to an education, as stated in the 93rd Amendment Bill, which was ratified as the 86th amendment to the Constitution. For all children up to the age of six, the state must make every effort to provide them with early childhood care and education, as stated in Article 45. All kids up to the age of fourteen are required by law to attend public schools at no cost to them, according to Article 21A.

Developing Innovative Strategies among Teachers and Teacher Educators

The governmental interventions that shaped the content and structure of special education are intricately linked to its history. The Government policy is moulded according to the need and scope of special education. Special Education needs inclusion as a social welfare measure. With the view to training teachers and Teacher Educators it is essential to develop suitable materials and strategies the content is created is based on the principles of individual learning. Factors creating Individual Differences are:

- Human Characteristics
- Environmental Characteristics

Human Characteristics

1. Cognitive area,
2. Affective area,
3. Physical area,
4. Learning area,
5. Gender generated differences,
6. Language,
7. Cultural Diversity,

8. Disabilities,
9. Socio-economic status.

Learning Styles

1. Cognitive
2. Brain Hemisphereity
3. Sensory Modality

Environmental Characteristics

1. Level of Content
2. Pace of Instruction
3. Class Size
4. Geographic region of the School

Conclusion

Academic success may be achieved by disadvantaged children with the help of appropriate interventions and sufficient learning environments. For the underprivileged to make up for lost ground and become fully integrated members of society, these infrastructure provisions must be adequate. To ensure that Education for All is a smashing success by the year 2000 AD, schools should be designed to be welcoming and engaging for all student populations, making sure that all kids, whatever their abilities or backgrounds, have access to a welcoming and safe classroom.

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