

Inclusive Education: An Overview

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All the students who are away from school for any reason include in school. The aims of inclusive education is learn together, live together. Students those who are economically, physically, mentally, socially deprived they are included in education that is inclusive. Inclusive education is used to teach students with particular educational needs. Students with special needs spend the majority of their time with

pupils without disabilities under the inclusion approach. Pupils with disabilities are kept apart from pupils without disabilities in special schools or classrooms. The integration or mainstreaming approach of education, which tends to be primarily focused on visibility and special educational needs, is different from inclusive education.

Need of Inclusive Education: By being in the inclusive education programme students make significant gains in the various areas that is social, emotional, cognitive and physical. Following are the need of inclusive education 1. promote equality number 2. Accept diversity 3. Promotes sense of belongings 4. Inclusive education can provide a better education for all 5. To build social capital 6. Protection of rights 7. Fulfilling constitutional responsibilities 8. Improvement in the quality of Education.

The study's goals

- 1.) To gauge awareness levels among people with disabilities on the PWD Act of 1995.
- 2) To advocate for high-quality instruction and training as well as their integration into society at large.
- 3) To acknowledge vocational rehabilitation centres as hubs for human resource development.
- 4) To advance special education, registration, and rehabilitation research.
- 5) To evaluate various government schemes.



- 6) To assess the participation and knowledge of community-based initiatives among individuals with impairments
- 7) To facilitate access to higher education opportunities and scholarships, the government will conduct some outreach programs.
- 8) To ensure a higher Gross Enrolment Ratio (GER), the government will set necessary and clear targets for SEDG.
- 9) To train and employ educators, especially educators with disabilities who have been trained to teach pupils with intellectual impairments and educators who are qualified in Braille and sign language.
- 10) To offer scholarships to students with qualifying disabilities when appropriate
- 11) To appropriately adapt the curriculum and assessment methods to provide for the needs of students with disabilities, including giving them more time to finish exam papers, providing scribes and exempting them from second and third language classes.

1. These are the District Primary Education Programme (DPEP) launched in 1994, two initiatives: the Janshala Schools Program (1998) and the Sarva Shiksha Abhiyan (SSA) program (2003–2004). 2. In addition to basic socioeconomic characteristics like age, gender, literacy level, and vocational training or employment, it includes information on the type and degree of disability, its cause, the age at which it started, the type of assistive device used, the distribution of disabilities by cause, marital status, living arrangements, and activity status.

3. Mental and physical are the two primary categories. Mental disease and mental retardation are examples of mental disabilities. Visual impairment, which includes low vision and blindness, hearing impairment, speech impairment, and locomotor impairment fall under the category of physical disability. Individuals with several forms of any of the aforementioned disabilities (11%) are assigned to a different category of multiple disabilities.

4. The Plan also promises (1) to support research in areas relating to inclusive practices by setting up centres for disability research at universities; (2) to ensure ‘disabled.Friendly’ schools and other educational buildings, including hostels, libraries, and laboratories, by providing barrierfree access and assistive devices; and (3) to facilitate vocational education and employment for young adults by providing legally mandated accommodations and reservation quotas.



5. The Policy also intends to encourage states to create compensatory social security policies, streamline the bureaucratic process of issuing disability certificates, and create medical education training manuals that incorporate modules on disability prevention, early detection, and intervention. The PWD Act will be amended, and the assisted guardianship program will be expanded to include custodial care facilities for _____ person under the National Trust Act, with mental impairments and no family support. It would gather census data every five years and carry out thorough evaluations.

6. Instruction for Programs beyond basic primary education include universal elementary education (UEE), vocational or non-formal education (NFE), adult education (women's literacy), and education for children from disadvantaged backgrounds, children with disabilities, and ethnic minorities. Additionally, **POA (1992)** envisions that students with disabilities should have equal access to high-quality education. In order to achieve equitable educational chances. It makes the following assumptions: 1) For kids who can attend regular elementary schools. 2) For kids who need special education classes in regular school or special schools. 3) A decrease in dropout rates comparable to those of other kids. 4) Giving disabled students in secondary and senior secondary schools access to resources and particular consideration for their vocational training. 5) Modifying preservice teacher education curricula to accommodate classroom specific needs.

6) Reorienting nonformal and adult education programs to accommodate the educational and vocational training requirements with impairments. The 1995 Equal Opportunity, Rights Protection, and Full Participation Act for People with Disabilities.

All impaired children will get free education in a proper environment until they reach eighteen, thanks to the efforts of local administrations and the relevant governments. b) Try to promote the integration of children with disabilities into mainstream courses. c) Promote the creation of special education for those who require special education in both the public and private sectors. d) Make an effort to provide vocational training to special schools for kids with disabilities. The relevant governments will establish a sufficient number of notification, the relevant governments and local authorities must establish plans for:

a) Offering parttime classes to disabled children who have finished class five and are unable to continue their education full-time.



b) Holding specialized parttime classes to teach functional literacy to kids sixteen years of age and up) Using the workforce in rural areas to provide non-formal education after providing them with the necessary orientation.d) Providing instruction via open universities or open schools.e) Using interactive electronic or other media for class and discussion.f) Giving away free special books and educational supplies to all children with disabilities.Research shall be started or caused to be started by the relevant governmental and nongovernmental organizations dedicated to creating new teaching aids, assistive technology, special education materials, and other products that are required to provide equal educational opportunities for kids with special needs. To ensure that special schools and integrated schools for children with disabilities have the necessary trained personnel, the relevant governments will set up a sufficient number of teacher training institutions and support national institutes and other nonprofit organizations in developing teacher training programs that specialize in disabilities. It is necessary to offer transportation services for children with disabilities. The Ministry of Social Justice and Empowerment is home to the statutory Rehabilitation Council of India (RCI).

Some of the initiatives taken by the RCI to promote Inclusive education in India are as follows:

1. Teacher Training Institution Accreditation: To guarantee that they offer top-notch instruction and training to educators who deal with people with disabilities, the RCI accredits teacher training institutions.

2. Curriculum Development: The curriculum is made to support inclusive education and guarantee that students have the abilities and information needed to interact with people who have impairments.

3. Training and Capacity Building: To increase the skills of educators, rehabilitation specialists, and other stakeholders, the RCI offers workshops and training programs.

4. Research and Development: To raise the standard of education and rehabilitation services offered to people with disabilities, the RCI conducts research and development projects.

5. Cooperation with Educational Institutions: To further inclusive education, the RCI works with educational institutions. It helps educational institutions create inclusive education policies and practices by offering technical support and guidance. In order to prepare them for normal growth and to give them the bravery and confidence to confront life, the National Policy on Education (NPE) of 1986 advocates for the integration of the disabled with the general population at all levels as equal partners.



The Action Plan for Inclusive Education of Children and Youth with Disabilities, MHRD, 2005, states Inclusive Education as a method that seeks to fulfil the educational needs of all children, adolescents, and adults while giving special consideration to those who run the danger of being excluded and marginalized. It implies that with the right support structure, all students—young people with and without disabilities—can study together by sharing resources in preschools, schools, and community learning settings. Flexible educational systems that can adapt to the needs of a diverse range of pupils are found in schools that provide an inclusive atmosphere. Students, parents, the community, educators, administrators, and legislators are all expected to embrace diversity and see it as a challenge rather than a problem. The Education for Disabled Children (IEDC) is a program with a central location. Every school was required to enroll students with disabilities under a government-

sponsored program designed to give them appropriate educational opportunities in regular classrooms, so as to promote their success and retention. The government has given SSA (Sarva Shiksha Abhiyan) a lot of attention. While SSA's zero rejection policy emphasizes inclusive education to help guarantee that everyone can benefit from education, it might be challenging to apply this theory in practice. 95 percent of CWSN are still not enrolled in mainstream schools, despite several efforts to teach special needs students in regular classrooms. Even in schools that implement inclusive education, the facilities needed for inclusive teaching and learning remain poor. Teachers' competence to educate both typical and special needs students seems to be lacking, which is a reflection of the inadequate quality of their inclusive education training (UNICEF, 2003). However, "Learning Disability" is not listed as a disability under the Act's more general definition of impairments in the PWD Act of 1995. However, the Sarva Shiksha Abhiyan mentions the same thing under the name "Dyslexia."

National Policy for Persons with Disabilities, 2006

.Since it recognizes that individuals with disabilities are valuable human resources for the country, the National Policy seeks to create an environment that provides them with equal opportunity, protection of their rights, and full participation in society. i) Physical rehabilitation, which includes medical treatments, counseling, early identification and intervention, and the provision of equipment and appliances, is one of the main features of the National Policy. It also involves the education of rehabilitation specialists. ii) One element of educational rehabilitation is vocational training. iii) Rehabilitating the economy to live a decent life in the neighborhood. The public sector will offer financial assistance to private, public, and joint sector



companies that produce high-tech assistive equipment.iv) Early identification and treatment using medication and non-pharmacological approaches that help reduce the effects of a disability.V) Establishing District Disability Rehabilitation Centers with State Government Assistance.vi) To lessen the impact of disability, longlasting, scientifically produced assistive gadgets and appliances that meet ISI standards will be made available.

Individuals with impairments to pursue post-secondary education.viii) Through management training and vocational education, self-employment of people with disabilities would be encouraged.NHFDC loans with favorable conditions will be made available for this purpose.ix) Shortterm accommodations will include residences for disabled women, hostels for working women, and accommodations for disabled women.x) People with impairments are entitled to social security from the government.and use straightforward, open, and customerfriendly processes to get the disability certificate as quickly as possible.

PROVISIONS

- Special school establishment;
- Vocational training center; •
- Teacher training; •
- Professional training; •
- Vocational teacher training; •
- Curriculum modification; •
- Exam flexibility; •
- Technology use; •
- Ensuring effective supervision

2010 saw the 2009 Right of Children to Free and Compulsory Education (RTE) Act's implementation. Ten years after the Act's implementation, the Indian government released the National Education Policy (NEP) 2020. The following five main components are suggested by the act:

1. The Right of Children in Free and Compulsory Education Act states that every



Indian children are entitled to free and mandatory full-time elementary education.2. Until the completion of primary school, parents of children covered by RTE are exempt from paying for tuition, uniforms, textbooks, lunch, and transportation.3. It will be the duty of the government to place a child in an age-appropriate class if they have not been able to obtain accepted into a school that is appropriate for their age. Schools will need to set up training sessions so that a child like that can catch up to others.4. Until elementary school is finished, no child may be expelled or kept behind.5. Failure to comply with RTE regulations may result in a fine of Rs 25,000.

THE RIGHTS OF PERSONS WITH DISABILITIES ACT, 2016

ASSERTIVES AND RIGHTS Nondiscrimination and equality. — (1) The competent government shall ensure that individuals with disabilities have the same rights as everyone else, including equality, a dignified living, and respect for their integrity.(2) By creating a suitable environment, the relevant government will take action to maximize the potential of people with disabilities.(3) Unless it is demonstrated that the No individual with a handicap may be the target of discrimination because a challenged act or omission is a fair way to achieve a valid purpose their impairment.(4) A person's personal freedom cannot be taken away from them solely because they are disabled.8

(5) The relevant government must take the required actions to guarantee that people with disabilities get reasonable accommodations. —

(1) Local authorities and the relevant government will take action to guarantee that disabled women and children have the same rights as everyone else.(2) The relevant government and local authorities must guarantee that every child with a disability has the equal right to openly voice their opinions on any issue that affects them and get the support that is suitable for their age and disability.

Accessibility in voting. —

All voting places must be accessible to people with disabilities, and all election-related information must be clearly comprehensible and available to them. This is the responsibility of the Election Commission of India and the State Election Commissions.**Justice is accessible.**(1) The relevant government must make sure that people with disabilities can use their right of access to any court, tribunal, commission, authority, or other entity with judicial, investigative, or



quasijudicial functions without facing discrimination because of their disability. The obligation of educational establishments. It is the responsibility of the relevant government and local authorities to ensure that at all educational institutions that receive their funding or recognition offer inclusive education to children with disabilities. (i) Accept them without bias and give them equal access to education and sports and leisure opportunities. (ii) accessibility of the building, campus, and other facilities; (iii) reasonable accommodations based on individual needs; (iv) support, whether individualized or not, in environments that maximize academic and social development in accordance with the goal of full inclusion; (v) ensure that education for individuals who are blind, deaf, or both is provided in the most appropriate languages and modes of communication; (vi) promptly identify specific learning disabilities in children and implement the pedagogical and other measures required to overcome them.

(vii) keep track of each student with a disability's involvement, learning progress, and completion of their education; (viii) offer transportation services to children with disabilities and their caregivers significant support needs for people with impairments. to hire and train educators, including educators with disabilities who are certified in Braille and sign language, as well as educators who have received training in teaching children with intellectual disabilities, to give free books, other educational resources, and suitable assistive technology to students with benchmark disabilities until they turn eighteen. **Education for adults.** To ensure that people with disabilities participate in adult education and continuing education programs on an equal basis with others, the relevant government and local authorities must take action. Self-employment and vocational training are two ways to guarantee that a person with a handicap has the resources and support they need to receive specialized training. Specialized skill development programs for people with impairments who are actively involved in the market, for those promoting goods created by people with disabilities, including those with autism, multiple disabilities, developmental disabilities, and intellectual impairments. For the purposes of section 19, each government facility must designate a grievance Redressal Officer and notify the Chief Commissioner or the State Commissioner, as appropriate, of the appointment. Social Security. Providing free medical care, medication, assistive devices, diagnostic services, and corrective surgery to those with disabilities who meet a specified income.

INCLUSIVE EDUCATION IN NEP 2020 : According to the National Education Policy 2020 (NEP 2020), "the single greatest tool for achieving social justice and equality is education."

RECOMMENDATIONS FOR THE CHILDREN WITH DISABILITIES — This policy emphasized the Children with and without impairments shall continue their education together, as stated in the

Rights of Persons with impairments (RPWD) Act of 2016. Priority one will be given to ensuring that these children are included in the Early Childhood Care and Education (ECCE) and educational system. From elementary school through higher education, make sure all children with disabilities may participate fully in the normal educational system. The RPWD (2016) Act aims to provide barrier-free access for all children with disabilities.

Updated and appropriate technology-based tools and other devices must be developed to ensure full participation in the classroom. Also teaching learning materials will be developed adequately and language appropriate, i.e., “textbooks in accessible formats such as large print and braille”, so that they can easily enter the classroom and easily engage with their teachers and peers. Special educators with cross-disability training will be recruited to provide barrier-free education. In the context of teaching Indian Sign Language and other basic subjects using Indian Sign Language, the high-quality module will be developed by the National Institute of Open Schooling (NIOS). Special attention should be paid to the safety and security of the children. Provision of regular and special schools will be affirmatively provided to those children with benchmark disabilities as per their choice. Home based education will be provided to children who are unable to go to school. Such home based education must be considered at par with the general education system. Guidelines and standards related to RPWD Act 2016 as required will be recorded by audit.

RECOMMENDATIONS REGARDING CURRICULUM Department of Empowerment of Persons with Disabilities, must be organized which will be confirmed by NCERT. More knowledge of different cultures, religions, languages, gender identities etc must be included in the school curriculum to develop respect for diversity.

RECOMMENDATIONS REGARDING TEACHER EDUCATION: Teacher education programs will develop teaching strategies for these groups for teachers to ensure the improvement of those groups. Also, the teacher education program will have gender and underserved group sensitization programs.

RECOMMENDATIONS FOR THE CHILDREN WITH SPECIFIC LEARNING DISABILITIES To ensure access and opportunities for such children, some equitable guidelines and associated tools will be developed to conduct such assessments by some assessment and certification agencies like the newly proposed National Assessment Centre, PARAKH etc

RECOMMENDATIONS FOR HIGHER EDUCATION : According to this principle, provision of quality educational opportunities to students should be given top priority, enrolment in higher education, individual development as well as community development at large should be ensured. The government



will develop technological tools for maximum participation and better learning outcomes. The government will regulate the admission process in Higher Education Institutions (HEIs) by ensuring gender balance

METHODOLOGY: The researcher collected the information from different type of online Articles, books, journals.

Conclusion: Any kind of bias should be removed from the school curriculum. More relevant materials will be included that are more useful to all communities. With the help of well-trained teachers, social workers and counsellors, students will be sensitized to the new school culture and an inclusive school curriculum will be developed. Assessment and certification systems will evolve from primary level to higher education. Here, the role of teachers will be to help identify those with such learning disabilities as early as possible. Also, teachers must play a role in planning how to mitigate their various learning disabilities. HEIs will develop its infrastructure and facilities in such a way that it becomes accessible to students, such as those who use wheel chairs and which becomes friendly to children with other disabilities. HEIs will also conduct some outreach programs similar to the government regarding higher education opportunities and scholarships for students. HEIs will provide inclusive admission. Every complaint will be investigated within two weeks of its registration, and the grievance Redressal Officer will keep a registry of complaints in accordance with any guidelines the Central Government may provide. The relevant government must, to the extent of its financial resources and level of development, create the programs and policies required to protect and advance the rights of people with disabilities to a sufficient standard of living so they can live freely or in society. providing free medical care, medication, assistive devices, diagnostic services, and corrective surgery to those with disabilities who meet a specified income .

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