



9th National Conference on “Strategies and Challenges for Promotion of Inclusion”

18th & 19th November 2022



Venue

Tecnia Auditorium

Madhuban Chowk, Rohini

Delhi-110085

ASHTAVAKRA

Institute of Rehabilitation Sciences and Research

App. by Rehabilitation Council of India, Ministry of Social Justice and Empowerment, Govt. of India

Affiliated to Guru Gobind Singh Indraprastha University, Delhi

'A' Rated ISO 9001:2008 Certified Institute

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9th National Conference on “Strategies and Challenges for Promotion of Inclusion”

in August presence of



Dr. Ram Kailash Gupta
Chairman
Tecnia Group of Institutions



Dr. Mukesh Gupta
Founder, Vision Group of Institution
& ZCC Member RCI



Dr. Sawati Sanyal
Course Director, Durga Bai Deshmukh
College BRA, (Delhi University)



Dr. Saurabh Malhotra
Dean Academics Safalta Group
& CBSE Expert

Speakers



Dr. Mohd Faijullah Khan
IASE, Faculty of Education
(Special Education SLD)
Jamia Millia Islamia



Dr. Naveen Singh
Assistant Professor
Amity University, Noida UP



Dr. Atul Kumar Verma
Clinical Psychologist
Director UPS Delhi



Dr. Sudeep Kr Dubey
Assistant Professor
Durga Bai Deshmukh College
BRA, Delhi University



Dr. Dinesh Kumar
Assistant Professor
Dr. Shakuntla Mishra National
Rehabilitation University, Lucknow



Dr. Hemlata
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NCDS IGNOU
New Delhi



Dr. Bharath Naryanan
NCTE New Delhi



Dr. Neema Chauhan
(PT) B.P.T., M.P.T. (Orthopaedic)
MDCPT

18th & 19th November 2022
Time: 10.00 AM

Venue : Tecnia Auditorium
Madhuban Chowk, Rohini



**Report on
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on
Strategies and Challenges for
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Madhuban Chowk, Rohini
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Organised by:



ASHTAVAKRA
INSTITUTE OF REHABILITATION SCIENCES & RESEARCH

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PREFACE

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Ashtavakra Institute of Rehabilitation Sciences and Research, is a premier Institute working in the field of rehabilitation and health services since last three decades. The Institute is approved by Rehabilitation Council of India, a statutory body under Ministry of Social Justice and Empowerment, Govt of India, recognized from National Trust and registered under PWD (Person with Disability) Act 1995, affiliated to Guru Gobind Singh Indraprastha University Delhi.

The Institute offers Bachelor Degree in Special Education Hearing Impairment (HI), Intellectual Disabilities (ID), Autism Spectrum Disorder (ASD), Visual Impairment (VI) and Learning Disability (LD). The under graduate programme offered are Diploma (Special Education) in Hearing Impairment, Intellectual Disabilities, Visual Impairment and Multiple Disability.

The Institute's barrier free infrastructure provides access to all and ensures value based quality education, training and research & consultancy, in the field of rehabilitation.

To further upgrade the knowledge of professionals in special education and rehabilitation, **the Institute** conducted, **9th National Conference on Strategies and Challenges for Promotion of Inclusion on 18th & 19st November 2022.**

The conference provided an appropriate platform to all academicians, intellectuals, researchers and scientists for capturing & sharing expertise on the above mentioned topic.

The conference included all together two keynote sessions and six parallel sessions in which there were invaluable presentations by National presenters. We sincerely thank the management, presenters committee members coordinators, faculty members and the students of our institute who contributed so magnificently to the success of the conference. We tried hard to ensure that the conference would be well organised. We hope that it met your expectations. We are grateful to the presenters and the participants for their thought provoking contributions. We extend our best wishes to you, where ever you may be around the world.

Sanjana Mittal

Deputy Director

(On behalf of Organising Committee)

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Dr. Ram Kailash Gupta

Chairman

Tecnia Group of Institutions

PSP, Institutional Area, Madhuban Chowk,
Rohini, Delhi -85



MESSAGE

It is my pleasant privilege to be a part of, **9th National Conference on Strategies and Challenges for Promotion of Inclusion** held on **18th & 19st November 2022** at Tecnia Auditorium of Ashtavakra Institute of Rehabilitation Sciences & Research. Tecnia Group of Institutes is highly committed to excellence in education and bringing in a close association between Business, Education and Society.

Differently challenged segment of our society, which is very large in size and beseeched with multi-dimensional problem is highly neglected sector. This segment needs special attention from the society, planners and various government world over. Basic requirement is to empower these individuals towards self-sustenance, which is not possible; unless capability build-up is ensured through special means. Towards achieving this objective, huge forces of specially trained human resources are required. Towards this need, even Government of India has taken various initiatives. To make a beginning, first need is to have reliable data on number of citizens affected with different challenges. Census-2014 was the first effort to consolidate this information on, countrywide basis.

Tecnia group is providing professional training in different disciplines to large number of students, who can in turn facilitate better utilization of various faculties by differently challenged individuals and help them in empowerment of their productivity and also improve their quality of life. We have set admission to establish a global university, which provide special training for the professionals, who are engaged in the management of differently abled people.

I extend my congratulations to Ashtavakra Institute of Rehabilitation Sciences & Research on successful conduct of this conference and I am very sure that conclusions drawn out after the conference would be highly beneficial for all the spectrums of the society viz. planners, implementers and various beneficiaries from the differently abled communities.

Dr. R. K. Gupta

Chairman

Tecnia Group of Institutes



Sanjana Mittal

Deputy Director

Email: sanjanaddl@gmail.com

Ashtavakra Institute of Rehabilitation Sciences & Research

PSP Institutional Area, Madhuban Chowk
Rohini, Delhi-110 085

Message

Ashtavakra Institute of Rehabilitation Sciences & Research has a long established reputation for academic rigor which ensures that its vision, mission and values are respected and sought after.

With a distinguished history of providing quality education programs to learners across the Nation, Ashtavakra Institute of Rehabilitation Sciences & Research is well placed to offer students and staff the opportunities to excel both academically and in the workplace. Our students benefit from un-rivalled support and enhanced academic and career opportunities, examination advice and direct contact with professors for career guidance .

It's a matter of great pleasure to showcase our efforts of excellence that have been made in the field of special education Ashtavakra Institute organized 9th National Conference on "**Strategies and Challenges for Promotion of Inclusion**" held on 18th and 19th November 2022 at Tecnia Auditorium, Madhuban Chowk, Rohini, Delhi

Education is fundamental for achieving full human potential, developing an equitable and just society and promoting national development. Providing universal access to quality education is the key to India's continued ascent and leadership on the global stage in terms of economic growth social justice and equality. The global education development agenda reflected in its goal to seek and to ensure inclusive and equitable quality education and promote lifelong learning opportunities. The conference purported to benefit members of community, NGO's, rehabilitation clinicians and service providers, special educators, researchers, academicians practicing in the domain of special field to share their perspective and professional experiences in context to Strategies and Challenges for Promotion of Inclusion. The policy envisions ensuring equitable access to quality education to all the students. The changing delivery-mechanism of education in the field of special education makes us wonder how, with the advancements in ICT, education is transforming and taking a new shape.

Ms Anoushka Sharma, Asst. Prof. (LD Dept.) AIRSR in her article "**Impact of outdoor games in improving social skills and self advocacy among children with specific learning disabilities**" described that outdoor games helps to promote inclusion and learning simultaneously. Through outdoor games children learn new things, develop positive attitude and personality development .

Ms Ashfina Khanam, Asst. Prof. (HI Dept.) AIRSR & Ms Sumbul Akhlaque Lecturer (HI Dept.) AIRSR in their article on "**Impact of Social Attitude on Children with Special Need in Inclusive set-up**" highlighted the fact that if teacher and peer student show the readiness to accept them with their disability it will be very easy for special education need student.

Ms Shilky Singhal Asst. Prof. (LD Dept.) AIRSR, in her article on "**Provisions in National Education Policy 2020 for Technology Based Learning Inclusion**" elaborated that for every type of technology, students with special needs can fulfill their academic needs with the help of technology. Through technology students will collaborate and cooperate with their classmates and they can enhance their skills like academic , social and communicative skills.

Ms Gangotri Faculty (CP Dept.) AIRSR in her article on **"Early Diagnosis of Cerebral Palsy (CP)-Better Quality of Life"** described that by practicing meaningful and effective skills in varied environments the children with Cerebral Palsy will have the opportunity to acquire skills that will allow them to be more independent with activity of daily living and increase their level of participation in society.

Mr Harish Kumar Faculty (MD Dept.) AIRSR in his article on **"Learner Diversity and Inclusive Education: A Review Literature"** brought out the fact that knowledge bases, resources and competencies of special educators needs to be reviewed so as to collaborate resourcefully and effectively with other professionals and parents.

Mr Mohd. Haseeb Asst. Prof. (ASD Dept.) & Mr Sandeep Tiwari Lecturer (IDD Dept.) AIRSR in their article on **"Barriers to Inclusive Education in India: A Review Literature"** discussed that it is important that school leaders, teachers and researchers reflect on the identified considerations and recognize the important role of local knowledge in successful support and intervention.

Ms Mrinal Mudgal Asst. Prof. (ID Dept.) AIRSR in her article on **"Parental Involvement Success for inclusion"** concluded that parental involvement is associated with wide range of positive child outcomes including good academic skills, positive attitudes and social competence.

Ms Sanjana Mittal Dy. Director, AIRSR & Mr. H L Nagaraja Murthy Asst. Prof. (Psychology) in their article on **"Strategies & Challenges for Promotion of Inclusion"** discussed that even if there are several obstacles, strategies and challenges related to promote inclusion which hinders task of implementation of inclusion in education, there is a ray of hope. Quality resources, faculties and facilities is must to make inclusive education program successful

Mr Pankaj Kumar Asst. Prof. (ID Dept.) AIRSR & Ms Geeta Bhutani Asst. Prof. (ID Dept.) AIRSR in their article on **"Skill Based Knowledge makes Inclusive Education Successful"** highlighted that the National education policy 2020 acknowledges the significance of soft skills as essential life abilities, including communications, teamwork, problem solving, decision making, analytical thinking and resiliency

Mr Sandeep Upadhyay Faculty (VI Dept.) AIRSR in his article on **"ICT Based learning for Children with Special Needs"** stated that Accessible ICT's are the wide range of assistive and mainstream technologies and formats that can enable students with a disability to enjoy an inclusive education.

Kumari Yogesh Choudhary Asst. Prof. TITE in her article on **"Special Education in New Education Policy 2020"** described that it is essential to build an inclusive society through an inclusive approach and it stresses that each child, regardless of the intensity and severity of his or her disabilities, is a valued member of society and is capable of participating in that society.

Ms Radha Rani Rawat Asst. Prof. (HI) Dept. AIRSR in her article on **"Barriers Hampers Promotion of Inclusive Education"** she highlighted the fact that there are inadequate infrastructures ,education facilities ,sanitation, ramps, equipment, budget, lack of responsible personnel both at district and zonal level. She stated that high attention is needed from concerned.

Ms Saraswati Sharma Dean Academics, AIRSR in her article on **"Importance of Inclusive Education (I.E) for India"** she highlighted that inclusive school can play a leading role in enabling disabled persons to live normal lives.

Ms Rajshree Das Asst. Prof. (Shishu Sarthi, Guwahati) in her article on **"NEP 2020's Emphasis on Education for Children with Disabilities"** elaborated that NEP 2020 emphasizes upon inculcating inclusive educational structure and inclusive educational culture in our school education system through infrastructural support and by making corresponding changes in curriculum incorporating materials on human values .

Sanjana Mittal

Deputy Director

Report on 9th National Conference on Strategies and Challenges for Promotion of Inclusion 18th & 19th November, 2022

Ashtavakra Institute successfully hosted two day 9th National Conference CRE accredited on " Strategies and Challenges for Promotion of Inclusion" on 18th and 19th November 2022 at Tecnia Auditorium, Madhuban Chowk, Rohini, Delhi. More than 250 beneficiaries attended the conference from all over India.

Aims & Objectives of the Conference

To bring together leading academicians, scientists, researchers and research scholars practicing in the domain of Special Education, Rehabilitation and psychological counseling to share their perspectives and their professional experiences.

Key Issues

- The role of teachers is to ensure all voices are heard
- Managing Inclusive Classrooms
- The significance of course planning
- The role of Instructional tools
- The role of feedback on student's learning
- Incorporating diverse perspective
- Incorporate diversity into curriculum
- Integrating traditional and indigenous healing practice
- Recent advances in technology
- The role of universal design principles
- Policy evaluation, advocacy & counselor education/Research counseling



Registration Desk for CRE Participants



Welcome song presented by AIRSR Trainees

Inaugural Session (18.11.2022)

The conference was inaugurated in the august presence of Dr Ram Kailash Gupta; Chairman Tecnia Group of Institutions, Dr Mukesh Gupta; Founder of Vision group of institutions and ZCC member of Rehabilitation Council, Dr Swati Sanyal; Course Director, Durga Bai Deshmukh College, BRA, Delhi University, Dr Saurabh Malhotra; Dean Academics of Safalta Group and CBSE Expert, Dr Mohd Faijullah Khan; Faculty of Special Education, Jamia Millai Islamia, Delhi, Ms Sanjana Mittal; Deputy Director ,Ashtavakra Institute and Dean Academics AIRSR, Delhi.



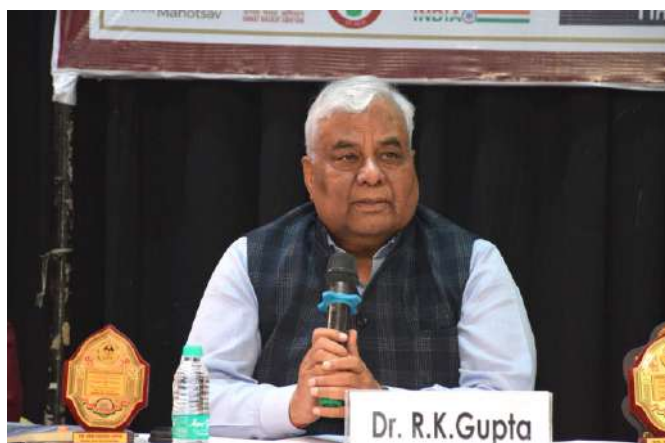
Lighting of the lamp by Dr. Swati Sanyal, Course Director,
Durga Bai Deshmukh College BRA, Delhi University



Lighting of the lamp by trainees



Welcome Address by Mrs. Sanjana Mittal, Deputy Director, AIRSR



Speech by Dr. Ram Kailash Gupta; Chairman,
Tecnia Group of Institutions



Saraswati Vandana being performed by Ashtavakra Trainees



Anchoring by AIRSR Student



Group Photograph of Guest of Honors (L to R Mrs. Sanjana Mittal, Deputy Director, AIRSR, Dr. Neema Chauhan, MPT, Orthopaedic Dr. Ram Kailash Gupta, Chairman, Tecnia Group of Institutions, Mrs. Saraswati Sharma Dean Academics, AIRSR Dr. Atul Kumar Verma, Clinical Psychologist, Director UPS Delhi Dr. Abha Pradhan, Nupal, Child Development Center)



Dr. Ram Kailash Gupta, Chairman, Tecnia Group of Institutions & Mrs. Sanjana Mittal, Deputy Director, AIRSR felicitating Dr. Swati Sanyal, Course Director, Durga Bai Deshmukh College BRA



Address by Dr. Swati Sanyal, Course Director, Durga Bai Deshmukh College BRA



Felicitations of Dr. Atul Kumar Verma, Clinical Psychologist, Director UPS Delhi



Presentation by Dr. Atul Kumar Verma, Clinical Psychologist Director UPS Delhi

Dr Atul Kumar Verma discussed about psychological barrier on inclusion



Felicitation of Dr. Abha Pradhan, Nupal, Child Development Center



Presentation by Dr. Abha Pradhan Nupal, Child Development Center, Delhi

Dr Abha Pradhan elaborated on the topic sensory integration and motor disorder related issues.



Felicitation of Dr. Neema Chauhan MPT, Orthopaedic



Presentation by Dr. Neema Chauhan, MPT, Orthopaedic

Dr Neema Chauhan discussed about physiological barrier in inclusion.



Felicitation of Dr. Sudeep Kumar Dubey, Asst. Prof. Durga Bai Deshmukh College, Blind Relief Association (BRA) Affiliated to Delhi University



Presentation by Dr. Sudeep Kumar Dubey, Asst. Prof. Durga Bai Deshmukh College, Blind Relief Association (BRA) Affiliated to Delhi University



CRE Participants



Group Photograph of Faculty Members of Ashtavakra



Group Photograph of Faculty with CRE participants

Day 2 (19.11.2022)



Welcome dance presented by Ashtavakra Trainees



Group Photograph of Guest of Honors (From L to R Ms. Rupal, Academic Director, Orleans The School, Dr. Naveen Singh, Amity University, Dr. Madhu Aggarwal, Principal TIAD, Dr. Bijender Sindhu, SGTUniversity, Mrs. Saraswati Sharma, Dean Academics, AIRSR, Dr. Saurabh Malhotra, CBSE Expert, Dr. Ajay Rathore, Director, TIAS, Mrs. Sanjana Mittal, Deputy Director, AIRSR, Dr. Bharath Naryanan, NCTE



Felicitation of Dr. Mukesh Gupta, Founder Vision Group of Institution & ZCC Member RCI



Address by Dr. Mukesh Gupta, Founder, Vision Group of Institution & ZCC Member RCI



Felicitation of Dr. Saurabh Malhotra, CBSE Expert.



Presentation by Dr. Saurabh Malhotra, CBSE Expert

Dr. Saurabh Malhotra discussed about the mobility techniques and strategies for inclusion.



Group discussion by Dr. Saurabh Malhotra, CBSE Expert



CRE Participants (19th November)



Felicitation of Dr. Naveen Singh, Amity University



Address by Dr. Naveen Singh, Amity University

Dr. Naveen Singh explained in detail about the strategies for better inclusion.



Felicitation of Mr. J C Gupta, Former Director; AYHNISHD, NRC



Address by Mr. J C Gupta, Former Director; AYHNISHD, NRC



Felicitation of Dr. Bharat Narayanan



Presentation by Dr. Bharat Narayanan

Dr Bharat Narayanan briefed on promotion of better inclusion and its benefit.



Felicitation of Dr. Bijender Sindhu, SGT University



Presentation by Dr. Bijender Sindhu, SGT University



Felicitation of
Ms. Rupal, Academic Director, Orleans School



Presentation by Ms Rupal, Academic Director Orleans School



Felicitation of
Dr. Ajay Rathore, Director, TIAS



Presentation by Dr. Ajay Rathore, Director, TIAS



Felicitation of
Dr. Madhu Aggarwal, Director, TIAD



Presentation by Dr. Madhu Aggarwal, Director, TIAD



Felicitation of Dr. Mohd Fajjullah Khan, IASE, Faculty of Education (Special Education SLD) Jamia Millia Islamia, New Delhi



Presentation by Dr. Mohd Fajjullah Khan, IASE, Faculty of Education (Special Education SLD) Jamia Millia Islamia, New Delhi



Concluding Remarks by Ms Sanjana Mittal Dy. Director, AIRSR



Vote of Thanks by Mrs. Saraswati Sharma, Dean Academics, AIRSR



Participants attending conference



Group Photograph of Resource Persons & Faculty members



Group Photograph of Faculty members AIRSR and CRE Participants

The presence of dignitaries, an impressive lineup of scholars from across the nation, an array of carefully selected and well researched and well presented papers on the subject, all came together to help team Ashtavakra to admirably conclude the huge endeavor. The conference was without a shade of doubt, made the academic fraternity richer, with the additional literature in form of scholarly works on the subject. This two day event offered opportunities to the participating audiences to interact with academicians, scholars and experts from all over the India. The two days comprised of incisive and insightful discussions on various facets of the issue of inclusion as reflected and refracted through the prism of Strategies and challenges for promotion of inclusion. The views expressed and explored on this platform by the resource persons and paper presenters made the audience rethink ideas which we cling on to unthinkingly in our day today life. The valedictory address of Ms Sanjana Mittal offered an apt conclusion to the conference with specific summing up of the theme of the conference and the acknowledgement of the efforts of social educators.

Strategies & Challenges for Promotion of Inclusion



Mrs. Sanjana Mittal
Deputy Director,
AIRSR

Prof. (Dr) H L Nagaraja Murthy
Former Dean,
Rukmini Devi Institute of Advanced Studies

Inclusive Education (IE) a popularly known concept which is applied to imparting basic education at the global level though the fraternity of learners may be suffering from one or other disability(s) universalized but thereby assuring the society and community at large that concept of IE aiming to maintain equity in the education.

Without quarantining them in to the boundaries of special educational schools, provisions can be made for children with special needs who can also get opportunity to learn with other students having equal quality and facilities.

But at the same time it is the benign endeavor of all stakeholders, interested parties educators, educationists and academicians to provide basic education without any discrimination or disparity to all children of the country whether they are normal human beings or disabled by equity or fair treatment. But in today's scenario we come across some barriers or hurdles, that is plagued the education sector in India. Some genuine problems have hampered the success of Inclusive Education in India. These are to name few, are absence of trained special educators, outdated course curriculum, knowledge sources, educational institutions not equipped with proper required infrastructures, people at society and community level do not have sufficient knowledge about aim and scope of inclusive Education, people do not have positive attitude towards IE, Further our government's plans are not sufficient, have impaired the growth and development of Inclusive Education in our country.

Inclusive Education still shrouded within the realm of theory and far from real practice especially in the Jammu and Kashmir State which is the central focus of our study. In this backdrop, this study has been devised has been aimed to search for more genuine problems that are confronting this area of special education which are creating severe impediments on the way of Inclusive Education movement. But whatever impediments may be making the Inclusive Education limping the advocates of Inclusive Education are making special emphasis on Government's policy(s) enactments for their instant implementation in letter and spirit to create an amicable environment that is conducive for its practice. Similarly there are other genuine fallacies like people's

perception on disabled fraternity, disinterest on the part of society and community to participate in the peoples movement to make the disabled people's life happier. Among all aforesaid challenges and problems one problem which is difficult to deal with is to make untrained special educators fully trained by conducting workshops, Faculty Development Programs, and Brain storming Workshops. This task of making special educators fully trained and fully competent to deal with any eventualities is a herculean task. Once these untrained special educators can be made fully competent they can lead and carry forward the concept of Inclusive Education to fullest advantage. Still there are more plans to be done to create conducive environment for the people with disabilities to reap the fullest advantages of inclusive Education in our country.

KEYWORDS: Inclusion, Education, Inclusive Education, Issues, Strategies, challenges, perspectives.

BACKGROUNDER: Inclusion is seen as an universal human right. The sole objective of Inclusion is to provide basic education to all people with fair treatment, without any disparity, or discrimination, gender, race, caste, or creed, normality, disability, so that at one common platform all will be able learn and get education together and this will promote togetherness. This kind of fair treatment in imparting basic education to all people will promote feeling of oneness and provide equal access and appropriate opportunities in equal and fair treatment.

In today's scenario we see the concept of inclusion is not being followed in letter and spirit in different facets of our life. This is because of the fact that there are few strategies and challenges, which put hurdles in the task of promoting inclusion in all facets of our day to day activities of our life.

This conceptual study paper is an attempt to find out which are these strategies, and challenges that put hindered the growth of IE in general and full implementation of Inclusive education concept in particular in our country. These strategies comprises: use of inclusive language, challenging unconscious biases or prejudices, educating leadership, mentoring in all spheres of life, encouraging cultural feelings, and holding

events, emphasizing the concept of diversity, upholding core values in all spheres, and thereby creating congenial environment in all the spheres of life. The principle of inclusion can be implemented in letter and spirit in sustainable environment (water, energy, digital technology, transport sector, infrastructure, hospitality sector, rural economy, and education and training sphere.

Sequel to the Salamanca Conclave in 1992 in Salamanca Island located in between Madrid and Barcelona wherein more than 194 countries' mandarins and representatives of around 25 Educational Organizations all over the world have discussed on the education method and unanimously adopted the new name Inclusive Education (IE) for giving basic education to people with disabilities (PwD) with fair treatment and with equity. And special emphasis was laid down on identifying the nature of disabilities and type of weaknesses exists in those disabled children to give individual attention to boost their learning capabilities to fullest level under the same roof within one classroom and one special educator. Another contradictory terminology Inclusive Design which means creating appropriate places to get basic education that everyone can use. But this term has different interpretation where these different places so created will in one way or the other affect people with disabilities in their movement in perceiving any object, or to communicate either symbolically or verbally with their colleagues.

Thus we can say Inclusive Design aims to ally possible fears among disabled children in general and to remove the possible barriers which may create undue effort and separation in particular.

In other words it will motivate people of society and community at large to actively involve and participate voluntarily on humanitarian grounds and mix freely with people with disabilities to make their future radiant and vibrant which is the ultimate goal of all in a given society and community.

In Education sector, "Inclusion" has become popular notion used to describe the basic right of parents and children to access the mainstream education alongside their peers, where the parents' aspiration and children's needs both can be met. And with integration in Inclusive education the focus revolves around the child's ability to adapt new learning skills has been replaced by inclusion. The focus for inclusion is on the setting's ability to adapt to the needs of the child, altering where it is necessary the way it works.

Thus we can say the Inclusive setting will focus with an object to render meticulous designs with umpteen activities which will cater to individual needs. That is to say n number of educational organizations have found that a move towards Inclusive education that has led to an improvement in general teaching educational standards. This objective is backed up by n number of research studies carried out by prospective researchers, academia and educationists. In all hypes and buzz we can say education does not mean how well you can read and write but to ascertain how well you can communicate and understand the

world around you. A good system of impartment of education not only teaches the best skills but also helps us to broaden the available horizons but to give students better prospects and teach students to think for you.

Today people are fully quite aware and comfortable with good communication skills speaking publicly about social injustices, and other pressing issues that were failed to take-off. These characteristics and features can be linked to easy and quickly availing to Education globally which will make society and communities more literate and courteous and well-mannered and disciplined. Therefore we can dub education is basic and key element of human evolution.

The relevance of Education can be compared to metaphor in the area of creativity and dissemination of knowledge source. In other words we can define Education will stimulate the memory and cognitive abilities and thereby it will enrich the students with variety of knowledge sources. Further education will provide more insights and new way of thinking, analyzing, and maximizing fullest potentials of new knowledge to students. We can say Inclusive Education is the best technique for students fraternity and disabled students fraternity in particular will motivate all students to go to school to learn basic essence of education and to gain expertise in basic education.

From inclusive education students will get trained under one roof, under one platform with use of simple and common Inclusive Education will give more confidence to students and learners to get acquainted with new knowledge and ability to communicate properly with colleagues and friends in public. In inclusive education the syllabus and pedagogy is clearly introduced and students will be able to comprehend easily, the doctrines. Theoretical knowledge and practical knowledge and at the end of their course all the students will take home vast resource of knowledge both theoretical and practical to serve the community and society in general and to make the precious lives of people with disabilities more happier.

INTRODUCTION:

Inclusive Education is most powerful technique that will motivate children of all age groups and both abled and disabled to attend their schools regularly and learn the lessons under one roof and under one common platform without giving any room for discrimination or disparity of gender, caste, creed or race or religion. This type of impartment of basic education will give confidence among intellectually disabled children to real learning opportunities in sitting within traditional classroom. But students' progress of their performance will come slowly but steadily when they receive study materials and all related materials such as graphic representation, illustration, caricatures, etc. Inclusive education will empower the students with power of advocacy, awareness-raising, capacity building, and practical support.

Being included is not something that a child must be ready for. All children are at all times ready to attend regular schools and classrooms. Their participation is not something that must be earned.

Inclusive education is a new way of thinking about how to be creative to make our schools a unique place of learning where all children can participate. Creativity is the hallmark of this concept, may mean teachers learning to teach in different ways or designing their lessons so that all children can be involved to learn at same time and same place.

As a core value, inclusive education reflects the expectation of interested parties and stakeholders in education that we want all our children to be appreciated and accepted new way of learning throughout their life span. The inclusive education will have some advantages and principles which includes: IE helps all children to learn, it helps All children attend age appropriate regular classrooms in their local schools, All children receive appropriate educational programs, IE also help all children receive a curriculum relevant to their needs, It also motivates all children to participate in extra co-curricular and extracurricular activities, IE also helps all children get benefited from cooperation, collaboration from every home, and every school, and from all community.

To promote inclusion in our education system we should adhere to few principles which underlines the fact that we should be aware of unconscious bias, we should adhere to communicate the importance of managing bias, pay equity should be promoted, developing strategic training program, encourage holidays of all cultures, motivating people to take part in employee resource groups, and encourage our people to mix freely with each other in solidarity to express feeling of oneness.

The three main types of inclusion are work group inclusion which should be associated with positive outcomes like job satisfaction, organizational commitment, job performance and well being of people. Second type is the Leader inclusion in which research studies suggests inclusive leaders are nodal points for facilitating better performances in teams, and the last type is organizational inclusion.

When we think of important pillars of inclusion the first and foremost pillar we come across is access, which explores the importance of a welcoming environment and the habits that create it. Next comes attitude which will look at how willing people will embrace the inclusion and diversity to take meaningful action in their own sphere. Other pillars are Choice, Partnerships, Communication, Policy, and Opportunities.

Regarding principles that are governing the concept of inclusion there are six principles designing for equity and accessibility benefits, seeking out points of exclusion, identifying situational challenges, recognizing personal biases, alternate ways to engage themselves, providing equivalent experiences, and the last principle is rendering help to people in solving their own problems.

RELEVANCE OF INCLUSION

Let us minutely introspect on the term 'inclusion' and how it is relevant in our day to day life. What is inclusion and why is it important? It is not just about including learners with Specific

Learning Differences (SpLDs). Inclusion is a basic right of everyone and its objective should be to embrace every one regardless of race, age, gender, disability, religious and cultural beliefs and sexual orientation. When we have true inclusion, it is when we have removed all barriers, discrimination, disparities and intolerance. When implemented properly, inclusion should make everyone feel included and supported which ever environment they are in.

Inclusion is about how we structure our schools, our classrooms and our lessons so that all our students learn and participate together. An inclusive classroom is one that creates a supportive environment for all learners, including those with learning differences, and can also challenge and engage gifted and talented learners by building a more responsive learning environment.

Inclusivity also means respecting people from all backgrounds and cultures, and by teaching our students the importance of this we create a much more tolerant and understanding environment, not just in the classroom and school but also in wider society.

An inclusive school or classroom can only be successful when all students feel that they are truly part of the school community. This can only happen through open, honest discussion about differences and understanding and respecting people from all abilities and backgrounds. An inclusive environment is one where every one feels valued.

NEED OF THIS STUDY

This study attempt to determine the bottlenecks that are posing as barriers in the task of promotion of inclusion in different facets of our life in general and in promoting inclusion concept in the education sector in particular. This study will further aims to study different attitudes of teachers working in Education sphere and Special education sphere in India, towards inclusive education while it will examine Issues, strategies and challenges hampering inclusive education movement in different states and at national level.

A growing international interest in the education of students with disabilities is increasingly motivated and justified by reference to economic factors (relationships between population and education in pursuit of national or international economic growth) and equity concerns (practical benefits of access to education for all individuals). Economically, the quest to sustain progressive development has increased awareness of human resources as a source of wealth. A nation's failure to harness human resources to their fullest potential is considered by many to be its greatest economic loss. Economic rationales often dictate political policies on education, and it is fair to say that signatories to the Salamanca Statement were influenced largely by economic agendas. (In June 1994 representatives of 92 governments and 25 international organizations formed the World Conference on Special Needs Education, held in Salamanca, Spain. They agreed a dynamic new Statement on the education of all disabled children, which called for inclusion to be the norm). However, there is also increasing

recognition that education for all is an important provision of basic human rights, and central to social justice agendas. Questions remain, however, about the extent to which these policy imperatives are understood or accepted by teachers working in diverse field of education in vastly different contexts who are tasked with the 'inclusion' implementation.

Further, questions relating to how teachers explain their reactions are also important. This will draw attention to the influence of this context on the implementation of inclusion policy. International declarations are politically significant and provide important direction and focus. However, it is imperative to realize that the interpretation and pursuit of Salamanca Statement goals always occur in a specific local context: a context shaped by experiences, traditions and values that can challenge attempts to move from policy to practice. Attitudes do not develop in a vacuum. Studies seeking to identify teachers' attitudes towards inclusive education require an awareness of the diverse factors that shape their attitudes.

National Policy on Education. The National System of Education implies that, upto a given level, all students irrespective of caste, creed, location or sex, have access to education of a comparable quality. To promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions of success. Awareness of the inherent equality of all will be created through the core course curriculum. The purpose was to remove prevailing prejudices and complexes transmitted through the social environment and accident of birth. (Department of Education, 1998, Section 3, Article 2) Special emphasis on the removal of disparities and to equalize educational opportunity of attending to the specific needs of those who have been denied or deprived equality so far. Constitution of India No citizen shall be denied or deprived of admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them. (Planning Commission, 1950, Article 29 (2))

To this end, this article investigates the implementation of India's inclusive education policy. More specifically, it explores various strategies and challenges that hinder or advance the progressive implementation of the inclusion and in particular the role that the teachers' attitudes play in this complex process. Abstract - keywords - introduction - review of literature - discussion - conclusion

REVIEW OF LITERATURE:

The literature review examines research on inclusive education from the global and Indian perspective with emphasis on literature related to our country- India in particular. This overview will establish a gap in the existing research focused on this context and thereby validate our aim to investigate into the issues, strategies and challenges confronting inclusive education implementation in India. The study focuses on teachers' roles, decision making authorities, and policy makers in translating inclusion policy into practice and, specifically, on their beliefs about inclusive education. I will therefore review

literature relating to factors that influence most important strategies and challenges that are making it difficult task towards inclusive education. In the first instance historical attitudes towards disability, next models of disability (contemporary model, biological model, medical model, individual model, social model) and few studies for Inclusive Education, views of Government of India towards Inclusive Education, and surveys carried out by government, views of First Indian education Commission, and studies undertaken by National Literacy Mission.

Historical Attitudes towards Disability : A step backwards into human history will show that persons with disabilities for centuries have been, and continue to be, a marginalized section of so Social stigmatization has deprived persons with 21 disabilities of active participation in mainstream society. "For practically all of the history of civilization, education has been for the elite, and education practices have reflected an elitist orientation" (Blankenship & Lilly, 1981, p.18).

Mackelprang and Salsgiver (1996) reaffirm Plato's view that "Western culture... viewed people with disabilities as standing in the way of a perfect world" (p. 1), as does Morris (1986): "like the Greeks, the Romans also abandoned disabled or deformed children to die"(p.1).

During the Industrial Revolution era, persons with disabilities occupied the lowest rung of the social ladder (Livneh, 1982; Mackelprang & Salsgiver, 1996; Stone, 1984). In England, the Elizabethan Law 1601 (Bloy, 2002) classified persons with disabilities as "deserving" of marginal monetary assistance to ease their economic problems. This marked recognition illustrates the need for "political will" as essential for persons with disabilities' support. While this research project explores attitudes towards disability in a contemporary context.

Models of Disability - Early Model: The Religious Model In the 17th-century religious model, physical or mental impairment was often linked to an individual's failure to please God. Therefore, persons with disabilities were often discriminated against and segregated from the societal mainstream. As Swain, Finkelstein, Frenchand Oliver (1993) explain, people perceived the differences associated with disability, but failed to recognise the commonalities between people.

Contemporary Models The Biological Model: During the first phase (WWI [1914-1918] to WWII [1939-1950]), the biological model, based on Darwin's (1869) "survival of the fittest" philosophy, viewed disability unfavorably. Persons with disabilities were denied what today are regarded as basic human rights. Segregated from society, they often lived in poverty and endured social humiliation. Some philanthropists established asylums to provide custodial care for housing persons with disabilities (Bender, 1970; Pritchard, 1963) but the dominant approach was negative.

The Medical Model The second phase was marked by advancement in medicine and an associated desire to represent

disabilities as medical problems. The medical model defined disability by comparing the disabled body to the able body (Linton, 1988). Disability was explained as the result of biological and physiological dysfunction (French & Swain, 2001). This perspective was based on the premise that an ideal body to be considered "normal". Failure to meet the expected functionality levels was termed as dysfunctional and "abnormal". From this perspective, all individuals were either normal or abnormal. Any individual with a dysfunctional and abnormal physical body was labeled as "disabled" (Kutner, 2007, p.101).

The individual model: In the early 1960s the medical model moved towards a more humane and positive approach (Oliver, 1996a, 1996b). This new approach has been called the individual model (Llewellyn & Hogan, 2000, pp. 157-158). Oliver (1990) explained that the individual model of disabilities presents two fundamental considerations: "Firstly, it locates the 'problem' of disability within the individual and secondly it sees the causes of this problem as stemming from the functional limitations or psychological losses which are assumed to arise from disability" (Oliver, 1990, p.3)

The Social Model: A policy development associated with disabilities took a more humane approach, now described as the social model. In 1976 the Union of Physically Impaired Against Segregation advocated for elimination of negativity towards persons with disabilities (Schilling & Coles, 1997). Social model advocates such as Finklestein (1980), Barnes (2012) and Oliver (1990, 1996a, 1996b) identified "society as the problem", since individuals are "alterable" and appropriate treatment enables persons with disabilities' adjustment into society. However, society is "unalterable... within a society the handicap becomes disabled" (Llewellyn & Hogan, 2000, p.163).

Towards Inclusive Education: The inclusive education system was conceptualized in the last decades of the 20th century to enhance the education of students with disabilities (Sailor, 2002a, 2002b; Turnbull et al., 2002). It has been argued that: In inclusive programs, the diverse needs of all children are accommodated to the maximum extent possible within the general education curriculum. Driven by a vision of schools as a place where all children learn well what we want them to learn, schools become creative and successful environments for adults and the children they serve. (Salisbury, 1991, p.82) However, the concept of inclusive education has multiple definitions and uses. At this juncture, it is therefore vital that the concepts of main streaming, integration and inclusion be discussed in more detail: especially since inclusive education is often mistaken as synonymous with main streaming and integration. All three concepts imply particular beliefs about student placements (i.e., where they were taught), teacher attitudes (i.e., how they were taught) and modification of the regular curriculum (i.e., what they were taught).

Policies and Practices Post-Independence Historical research into the Government of India's interest in students with disabilities' education shows that this was slow paced during the early post-independence era (Alur, 2002b). The Government of India's involvement in improving students with disabilities' education extended to the establishment of 50 special education schools nationwide (Alur, 1998), and an increase from one to 20 schools for the mentally retarded and grants - in - aid (financial assistance) to non-government organizations (Kundu, 2000).

It is of interest to note that still today non-government organizations are serving as the back bone of Inclusive education for students with disabilities in India (Canadian International Development Agency, 2003; Sharma & Deppeler, 2005). Their efforts are reflected in the aims and operational working of institutions such as the Divine Light Trust for the Blind, a pioneer non-government organization school, in Karnataka, South India, established in 1982, which has attempted to introduce an inclusive education program.

Also included is the Spastics Societies, the National Association for the Blind, the National Federations for the Mentally Handicapped and the Hearing-Impaired, the Karnataka Handicapped Parents Association and religious organizations, offering education and vocational training on a micro level. As a point of interest, terms such as spastic and mentally handicapped continue to be used in India to describe various types of disabilities, although internationally these terms have been phased out and replaced with more sensitive labels such as the differently abled.

The Government of India's (1994) national survey recorded 2,456 non-government organizations caring for persons with disabilities. Non-government organizations operated 1,200 special schools to accommodate students with disabilities, of which 450 received national and state government grants for operational costs (Kumar & Singh, 2006). These statistics disclose the Government of India's poor involvement in the education of students with disabilities (Jangira, 1995). In summary, the Government of India perceives that students with disabilities' education are best catered for by non government organizations.

The first Indian Education Commission, or the Kothari Commission Report (1964) and the Sargent Review (1968), recommended that the central and state governments assume responsibility for the students with disabilities' education. Furthermore, it recommended inclusion of students with disabilities in the regular school system (Gupta, 1984; Jangira, 1995). The Kothari Commission made the following recommendations: Their education has to be organized not merely on humanitarian grounds of utility. Proper education generally enables a handicapped child to overcome largely his or her handicap, and makes him into a useful citizen. Social justice also demands it. It must be remembered that the Constitutional directive on compulsory education includes handicapped children as well. (Kothari, p. 204) The

Government of India in 1986 approved the Common School System recommended by the Kothari Commission, However, this approval never materialized and the project was shelved for no given reason.

At a similar time, the National Literacy Mission (Department of Education, 1988) was launched with responsibility to eliminate adult illiteracy and create social awareness for students with disabilities. Four premier national institutes The Artificial Limb Manufacturing Unit established for "developing, manufacturing, marketing and distribution of artificial limbs" (Naik, 1994). The Education for All Summit (Naik, 1994) explained that district rehabilitation centers were organized to provide rehabilitation services training, employment and distribution of specialized equipment.

In 1989 the Government of India signed the United Nation's Rights of the Child legislation and the United Nations Educational, Scientific and Cultural Organization Jomtien Convention policy of 1990 (Wadi, 1990). This resulted in the Rehabilitation Council of India Act 1992 No. 34 (Ministry of Welfare, 1992) to standardize teaching requirements for students with disabilities (Vakil, Welton, & Khanna, 2002). The Government of India's commitment to the Salamanca Statement is reflected in the Delhi Declaration on Education (1994) advocating education for all (Singal, 2005)

In 2002, the President of India in 2002 approved the Bill of Rights (Jain, 2002) and the Sarva Shiksha Abhiyan program to promote universal elementary education. The Sarva Shiksha Abhiyan is a subdivision of the Ministry of Human Resource Development, financially supported in a 75:25 ratio between the Government of India and state governments respectively.

BRIEF DISCUSSION ON THE TOPIC:

Inclusive education is a strategy to make education universalized irrespective of any disability within the learner and to maintain equity in the society. It emphasizes that children with special need can be included in general school system without any demarcation and differentiation. Inclusive education is a developmental approach seeking to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. An increasing number of publications, policy papers, workshops etc. have supported the ideology of inclusion. Some organizations and people, however, doubt whether the ordinary classroom can provide quality education for disabled children. The major goal of inclusive education is the Flagship goal. Recognizing the right to education, the Flagship seeks to unite all EFA partners in their efforts to provide access to quality education for every child, youth and adult with a disability. The Flagship has been formed by an alliance of diverse organizations, including global disability organizations, international developmental agencies, inter governmental agencies, and experts in the field of special and inclusive education. In order to reach this goal, all the parties have to take the full participation with disabilities and families in the design of all Flagship activities. Promote the full

participation of persons with disabilities and families in the development of policies and guidelines related to the education of persons with disabilities at local, national, regional and global levels. Seek to ensure that all governmental entities, donors and NGOs endorse the universal right to education for all children, youth and adults with a disability. Availability of specialist teacher supports, if possible to the regular classroom teachers. Thus, we as teachers, parents, teacher-educators etc. have to facilitate the implementation of inclusive education not only as a program but also as an ideology-an ideology based on the principles of human rights approach wherein stress is laid on giving importance to the individual and respecting his/her potentiality in the teaching learning process.

For an education system conceived on the principles of social justice and equality within an "inclusive" mindset to be effectively implemented it must address issues that confront those with the responsibility to implement the program the teachers. As shown in this study, although Indian pre-service and in-service teachers agree that every child has a right to education, and all support social equality principles, they are actually reluctant, apprehensive or unable to implement the inclusive education program. Studying the influence of subjective norms and perceived behavior controls on their beliefs and, by extension, attitudes suggests that this situation can be reversed if the teachers are provided with the knowledge, skills and community support required to effectively implement the inclusive education program. With these essentials in place, the teachers may develop enhanced self-efficacy, which would foster a positive attitude towards the inclusion of the students with disabilities in the general classroom

CONCLUSION

India is a developing country, and similarly to other developing countries, it is a young democracy struggling with economic and social cultural constraints coupled with political power struggles. In this situation, the Government of India's attention has been concentrated on rapid economic development. Nonetheless, the Government of India's attempt to promote social equality in India's culturally fragmented society prompted the Government of India to become a signatory of the Salamanca Statement and to pass legislative policies advocating the inclusive education aims, principles and practices nation wide.

However, the inclusive education program implementation is not confined in isolation to the learning experience between teachers and students. Community involvement is imperative for the success of the program. Collaborative support from the local community (school administrators, co-teachers, para professionals and parents) encourages teachers' positive attitudes towards the inclusive education program. Additionally, policy makers need to shift interest from mere policy legislation to also support their policy stipulations with particular emphasis on the promotion of teacher empowerment (implementers of the policy). In effect, it is teachers who will

promote and implement the inclusive education program. Effective implementation of any national program requires the provision of all mechanics (namely, policy, finance, proficiency, implementers and public support) essential for transferring the (inclusive education) program from the boardroom to the classroom.

Lastly even if there are several obstacles, strategies and challenges related to promote inclusion in Indian educational system which hinders task of implementation of inclusion in education, there is a ray of hope. It is not impossible to attain success in inclusive education in India as there are number of alternate effective strategies and other means to tackle the problem. But at the same time there are some issues as well as some challenges which we have to handle by soft hands. To make inclusion in Education sector an awareness campaign should be created to make teachers aware about objectives of inclusion, and their whole hearted attitude towards disabilities, retention of special children etc. should be made compulsory in all levels of education sphere- primary, secondary, collegiate level, and higher education. Further quality resources, faculties and facilities must be supplied to each institution to make inclusive education Program successful.

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NEP 2020's Emphasis on Education for Children with Disabilities



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ABSTRACT:

The article narrates the provisions made in regards to inclusion of children with disabilities in the National Education Policy, 2020 and it enunciates brief narration on the reality of the educational scenario for children with disabilities. The long-lost valuable time-space during the past one year and a half due to the dreadful pandemic has caused the reversal of a lot of significant progress in time. The educational sector is the most hit during this time as children were the most affected. Hence, it is a time where the common public wants the government to make the school education system adopt solutions that are scalable, sustainable and effective so that all children get equal access to opportunities needed for leading a better life. And the NEP 2020 has made provisions to provide education for all irrespective of caste, creed, religion, culture, gender, for promotion of inclusive education, bringing equity, and developing self-respect, diversity in cultures, religions, gender identities, and language development.

Key words: promotion of inclusion, bringing equity, developing self-respect, diversity in cultures, religions, gender identities, language development.

INTRODUCTION

Education is a human right and it is significant for everyone to make the most of their lives. However, this right isn't acquired by many who are underprivileged and face exclusive barriers to achieve it. We are looking into the common barriers and difficulties faced by students with disabilities in the educational scenario. These barriers need to be bridged to make the education system completely inclusive.

Literature review

In the context of Education of Students with disabilities and National Education Policy -2020, Dr Anuja (August, 2020) in her article, NEP 2020: Making education more inclusive, shares her insights on the National Education Policy, 2020 and how it has conveyed the structural change in the education system which aims to make India the global knowledge superpower ensuring equity and Inclusion. Jibrán Khan (August, 2020) in his article Equitable and inclusive vision in the National Educational Policy 2020: A Critique, has

commends how the NEP 2020 has done well by loudly recognizing the challenges faced by gendered categories, minorities and children with special needs. It has also done well in terms of proposing a series of laudable steps including education SEZs to address the structural challenges of education in inaccessible regions. Yet, the new policy errs on multiple fronts. While it may have proposed a new category by clubbing many socio-economic groups for administrative efficiency and better allocation of resources, it does injustice to these historic categories such as Dalits and Adivasis. By doing this, it fails to acknowledge the unique sets of challenges faced by these groups. Similarly, its silence on affirmative action for certain categories can throw up multiple challenges at the time of implementation. To cut the long story short, the roadmap proposed to promote equity and inclusion for special categories is paved with potholes.

Shashikala M S, (June, 2022) in her article, How much do we care for special education needs? shares analytics on Karnataka and its educational scenario regards to special education about how NEP needs positive implementation based on the ground realities.

After going through the above articles, one thing that is found common is the dubious thought that the larger picture of implementation will fulfill very soon. In my article, Education for Children with disabilities and NEP:2020, I have tried to highlight the provisions made by the policy, how it is supposed to address the barriers stopping children with disabilities pursuing and completing education and stated about the significant barriers based on analytics.

DISCUSSION:

Education is a human right and it is significant for everyone to make the most of their lives. However, this right isn't acquired by many who are underprivileged and face exclusive barriers to achieve it. We are looking into the common barriers and difficulties faced by students with disabilities in the educational scenario. These barriers need to be bridged to make the education system completely inclusive.

Students with disabilities all around the world face similar

kinds of barriers or obstructions in pursuing their education. The degrees of difficulties faced by students may vary from one country to the other but the main cause remains the same – lack of inclusivity. The lack of inclusivity may be because of different form of barriers such as physical barriers, attitudinal barriers, technological obstructions, and failure of the accommodative framework, etc.

The most common barrier to a child's access to pre-school and primary education is accessibility. Around 17% of schools have accessible classrooms and less than 40% of school buildings have ramps. During the pandemic, the educational sector was the most hit as the children were the most affected.

Hence, now is the time, where the common public wants the government to make the school education system to adopt solutions that are scalable, sustainable and effective so that all children get equal access to opportunities needed for leading better lives.

The provisions made in the NEW EDUCATION POLICY (NEP) 2020, states "a Barrier-free access to education for all children with disabilities" approved by the Union Cabinet of India. This provision is made by the Social Justice and Empowerment Minister, Thawarchand Gehlot. Education Policy in India was first formed in 1986 and was last modified in the year 1992.

According to Minister Gehlot, some of the major recommendations of the (NEP) on which new reforms will be based are made considering children with disabilities and those from socioeconomic disadvantaged backgrounds. The major focus in executing this new rule will be primarily on two points. Imparting knowledge and know how to teach faculties on how to teach children with specific disabilities. To provide barrier-free education to children with disabilities as per the RPWD Act 2016.

In order to facilitate this new addition made in the NEP, assistive devices, appropriate technology-based tools and language-appropriate teaching-learning materials will be made available. Also, high-quality modules to teach Indian Sign Language and to teach other basic subjects using Indian Sign Language will be developed for NIOS. Considering that the children with benchmark disabilities shall have the choice of regular or special schooling as per the RPWD Act 2016, resource centers along with special teachers and trainers will be made available to cater to the various rehabilitation and educational needs of students with severe or multiple disabilities.

Under the NEP 2020, school and school premises would be helped by providing resources to include children with disabilities and to appoint special teachers who are trained to teach such students. Funds will be given to states, to make necessary addition and changes for female and transgender students (such as, making of toilets, cleanliness, bicycles and subjected cash transfers). However, even it's good to see that the new provisions are made in NEP which will definitely favour the students with disabilities but there's still an uncertainty

about the large scale of work which requires to be done, especially in courses of higher studies. Because we see that often various policies are being made, but only the policies that are implemented will benefit the society. As it is really disappointing to see that there are only 1,20,781 special educators registered at present with the Rehabilitation Council of India (RCI) also in the year 2011, around 7.62 percent of India's total population with disability was children, at approximately 2.04 million children out of 26.8 million of disabled people. Now, the big question remains that when the number of special educators which is a vital resource will make a rise to meet the ratio of children to be provided with the required education. A large number of dropouts in the section of students of disabilities because of various reasons like inaccessibility, cultural and social discrimination, lack of required resources be it man made and human resources, etc is another big concern to be looked upon.

According to the NEP, children with disabilities will be able to participate equally in all aspects of the educational system because education for them must be barrier-free trying to reach them. It is also a step to bring the children with disabilities in the mainstream of learning. Yet it remains to be seen that the policies of NEP are executed properly and for the overall good of the society.

CONCLUSION:

NEP 2020 emphasizes upon inculcating Inclusive educational structure and inclusive educational culture in our school education system through infrastructural support and by making corresponding changes in curriculum incorporating materials on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It calls upon the stakeholders to overcome the barriers and remove biases and stereotypes through sensitization program. The policy aims to promote inclusion, bringing out equity and developing respect for diversity through developing understanding about various cultures, religions, languages, gender identities, etc. among children, teachers and other school functionaries. Implementing of policy will result in empowerment of stakeholders through efficient manner of resourcing and more robust and improved governance and monitoring mechanism with cooperation and support across schools for the education of children with disabilities and SEDGs. The School Complexes will impact the 11 education by bringing reform and empowering our school education system from the perspective of inclusion and equity among all learners in schools, School Management Committee, School Complex Management Committees, school leaders, teachers, students, supporting staff, parents, and local citizens are called to join hands for providing all possible support to school education.

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Provisions in National Education Policy 2020 for Technology Based Learning Inclusion



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ABSTRACT

Various new education policies were formed to modify the educational scenario suitable to prepare our youth to meet present and upcoming challenges. NEP 2020 is based on the components of easy access in school, justice to all, maintaining education quality, low expenditures and accountability. NEP 2020 restructured school curriculum and pedagogy from 10+2 to 5+3+3+4. These changes are made to make students alert and appropriate to their developmental needs. This article will focus on Equitable and technology based Inclusive Education. National Education Policy 2020 envisages its pivotal role of technology and categorized into four parts: viz-teacher preparation and Continued Professional Development; Technology in classroom; Technology access to education and Planning, administration and management of the education system. Inclusive education means that all students regardless of their abilities, disabilities or health care needs, are placed in age- appropriate general classes to receive instruction, interventions and support to enable them to meet success in core curriculum. It is the access to quality education for all students. Main objective of inclusive education is to provide all students the most appropriate learning environments and opportunities to achieve their potential Further NEP 2020 emphasize on the needs for technology based apps teaching, challenges being faced by specific learning disabled (SLD) students in the country, prevailing technical gadgets for SLD students, and extent of scope for technology based teaching system.

Key words: NEP 2020, education quality, restructured school, professional development, and technology based learning, school curriculum. Students with learning disabilities.

INTRODUCTION

Based on the recommendations of Kothari Commission, the first National Policy of education was announced in 1968 by the Government of Prime Minister Indira Gandhi. The second National Policy of Education was launched during the tenure of Prime Minister Rajiv Gandhi in 1986. The Government of India has appointed a new committee under K. Kasturirangan to

prepare a draft for the new National Education Policy in 2017 and in 2019 the Ministry of Human Resource Development (MHRD) announced a draft on New Education Policy, which was prepared to improve the education in India to provide better education.

The New Education Policy document states that there is a special emphasis on socially and economically disadvantaged groups to make education equitable and inclusive. For the benefit of disadvantaged groups, Special Education Zones will be established. The National Education Policy envisages an inclusive and structural change in the educational system. It focuses on 'Equitable and Inclusive Education' which reverberates the idea that no child should be left behind in terms of educational opportunity because of their background and socio-cultural identities

The NEP 2020 recognises the importance of providing Children with Special Needs (CWSN) the same opportunities of obtaining quality education as any other child. The RTE Act Amendment Act, which came into force with effect from the 1st of August, 2012, provides for the inclusion of CWSN as contained in the Persons with Disabilities Act 2005 and the National Trust Act, under the purview of the RTE Act, thereby providing CWSN free and compulsory education; in fact, the RTE Act ensures CWSN free and compulsory education either until the completion of the elementary stage of school education or till the age of 18 years. Further, the RTE Act also provides to parents of children with severe and profound disabilities the right to opt for home-based education. The Policy points indicated in Section 6.1 are all important in the context of CWSN as well.

NEED FOR TECHNOLOGY BASED TEACHING

Teaching based technology have provided different options such as online courses like SWAYAM and MOOC by which teachers can easily update their knowledge which is also known as Continued Professional Development (CPD). Through technology based applications teachers can easily collaborate

with students in their curriculum and fulfil the need of students with special needs in an inclusive classroom.

CHALLENGES FOR LEARNING DISABLED (LD) STUDENTS:

Students with Specific Learning Disability face many challenges like they have difficulty to understand the non-verbal gestures or cues, they have poor social interaction and they also have poor confidence, they also has a problem in the academic areas like Reading, Writing and Arithmetic.

It is observed that in rural and remote areas, schools are facing various challenges like inappropriate teacher student ratio, inadequate infrastructure of the school; lack of teachers in the school and where the inaccessible technology which is a big challenge to remove the barriers.

PREVAILING TECHNOLOGY FOR L.D STUDENTS:

There are many tools and apps which support students with specific learning disability like-Text to speech software, Speech to text software, Smart boards, and Talking calculators.

SCOPE FOR TECH BASED TEACHING

Through technology teaching learning process get more meaningful for both teacher and learner. Technology based instructions help to promote inclusion and in main streaming the students with special needs. There are a number of devices and software which can be used for different learning requirements of students with special needs.

SALIENT FEATURES OF NEP 2019:

Some feature of National Policy of Education 2020

- NPE 2020 includes quality improvement of early childhood education for all children between ages of 3-6 by year 2025.
- NPE pay special attention to the disadvantage group or community.
- It launches two programmes 1. National Tutor Programme which mainly focuses on the peer tutoring. 2. Remedial Instructional Aided Programme which provide instructors from the local community.
- Social workers and counsellor to help Children with Special Needs.
- NPE includes the multiple way of learning like formal learning, informal learning, distance learning and open schooling with the help of technology.
- It also provides special education in Rural and Remote areas to all over the country.
- Its target to provide funding to all the institution to make them access and inclusion.
- Its include Continuous Professional development for teachers by which they can enhance their knowledge and teaching patters through online courses which is provided by the MOOC and SWAYAM.

- It also focuses on educational technology to improve teaching and learning process.
- NPE also provide vocational training programme to all the institutions for making better future.
- It also promotes language, literature and scientific vocabulary in the field of Indian education.

SIGNIFICANCE OF TECHNOLOGY UNDER NPE 2020

As we already know that technology plays a crucial role in the improvement of educational processes and outcomes. Thus, the technology and education is inseparable at all levels. There are broadly four dimensions of technology which is used in education, first of three are directly concerned with students, teachers and classroom processes.

1. Continued Professional Development: CPD mainly helps teacher to receive proper training by which they can update their knowledge to get better outcome. Teachers have the benefit of online courses like MOOC and SWAYAM.
2. Classroom processes: Through technology, teaching learning process get more meaningful for both teacher and learner. Technology based instruction helps to promote the classroom process in main streaming students and students with special needs.
3. Access to Education: The group of students like differently-able, girls and women, and students living in remote and rural areas get a proper education by the help of technology.
4. Education System: The forth area is mainly concern about how to manage the whole education system.

SWAYAM

SWAYAM is an online programme which initiate by the Government of India and this is designed for achievement of three principle of education: accessibility, equality and quality. SWAYAM is platform that facilitates all the courses and taught from class 9 to post graduation at anytime and anywhere. SWAYAM has four parts:

- Video lecture
- Reading material were prepared which can easily download
- Self-assessment tests by test and quizzes.
- Online portal for clear all the doubts.

The learners get free of cost courses which are delivered with SWAYAM. The learners who want a SWAYAM certificate should registered for the final exams. There is some eligibility that learner have to fulfil before gets its certificate which will be announce on the cover page.

MASSIVE OPEN ONLINE COURSES (MOOC)

The term MOOC is self explanatory. Massive means unlimited so the courses which is provided online and unlimited. It also can be used as a tool in blended learning programme where student can grab more information as compare to information which is provided in the class. There are lot of advantages

discuss below:

- Quick feedback.
- We can use it anywhere and at anytime.
- There are so many varieties of subjects.
- Available in different languages.
- Anybody can use it.
- Courses available at free of cost.

CONTINUED PROFESSIONAL DEVELOPMENT (CPD)

CPD is the continuous process of maintaining, developing and documenting of the professional skills. The skills will be classified by two methods formally and informally.

Formally	Informally
<ul style="list-style-type: none"> - Courses - Training - Conferences - Seminars 	<ul style="list-style-type: none"> - During Job - By watching others - Talk and presentation - Self directed study of practice notes.

SPECIFIC LEARNING DISABILITY:

Specific Learning Disability is one of the difficulties in academics where person relate to the ability of learning, writing and studying.

According to Rights of Person with Disability Act, 2016, a disorder in one or more of the basic psychological processes involved in understanding or using in language, spoken and writing that manifest itself in an ability to listen, speak, read, write, spell or do mathematical functions.

Types of Specific Learning Disability

1. **Dyslexia:** Dyslexia is a neurogenetic deficit which is related to reading and spelling processes. Student with dyslexia have trouble matching the letters they see on the page with the sounds those letters and combinations of letters make. And when they have trouble with that step, all the other steps are harder. Dyslexic children and adults struggle to read fluently, spell words correctly and learn a second language, among other challenges.
2. **Dysgraphia:** Dysgraphia is a specific learning difficulty that impacts on writing skills. While no two individuals will experience the same set of symptoms, it is a brain-based disorder that can cause difficulty with forming letters, spacing words and even organizing text into complete sentences. Students with dysgraphia may struggle with taking notes in class, completing homework and long-term assignments.
3. **Dyscalculia:** Dyscalculia refers to a range of math learning disabilities. Students with dyscalculia have difficulties in understanding what numbers mean, remembering math

facts, and steps to complete math problems or may have difficulty with visual-spatial concepts used in making patterns or in geometry. Dyscalculia may be related to language processing disorders which result in difficulties learning math vocabulary needed to understand math concepts and to solve more complex problems

4. **Non-Verbal Learning Disability:** students with NVLD has trouble to understand the nonverbal cues like body gestures, facial expression. These students have specific strengths like verbal domains which include early speech, rote-memory, early reading and spelling skills.
5. **Dyspraxia:** It is a motor planning disorder in which brain have to conceive and organize the sequence of unfamiliar actions.
6. **Dysphasia:** Student with Dysphasia has language disorder which includes difficulty in speaking and comprehending. Students may struggle with the right word to use, using of omission and substitution of the works while talking.

MAJOR CHALLENGES FOR SLD STUDENTS:

Every child learns to read, to write, communicate and express in his or her own way. Some children do well or some will face difficulties. Students with Specific Learning Disability have to face so many problems. There some challenges discuss below:

- Non-verbal gestures: students with Specific Learning Disability have difficulty to understand Non-verbal gestures or cues like facial expression, body gestures.
- Poor social skills: students have difficulty to adapt the nearby environment, they have difficulty in making friends and they do not indulge themselves in the group activity.
- Poor Confidence: Students with Specific learning Disability may have poor confidence in which they were not able to tell something to someone.
- Difficulty in Academic area: Students with Specific Learning Disabilities have difficulty in reading, writing and in mathematical calculation.

REMOTE AND RURAL AREAS:

It is observed that in rural and remote areas, schools are facing various challenges like inappropriate teacher student ratio, inadequate infrastructure of the school; lack of teachers in the school and where the inaccessible technology which is a big challenge to remove the barriers.

CHALLENGES

- Inadequate Infrastructure: Schools of Rural and Remote areas in India have poor infrastructure. There are less numbers of schools in several villages. Many schools have lack of classrooms, building, unhygienic toilets and no proper water supply.

- Inappropriate teacher student ratio: In most of the schools there is lack of teachers by which students does not get proper education.
- Lack of teaching learning material: Most of the students need support by which they can easily understand the curriculum. Teaching learning material like blackboard, books, stationary items and other resources which a student need for their studies.
- Lack of teachers in the school: In Rural and Remote areas where schools are established but there were lack of teachers.
- Lack of accessibility: Somewhere schools of Rural and Remote areas where technology reach but teachers or educators are not trained in use of technology by which learners are not in accessible to use for fulfil their need.

TECHNOLOGY FOR SLD STUDENTS:

There are many tools and apps which support Students with Specific Learning Disability.

- Speech to Text software: Speech recognition is an inter disciplinary of computer linguistics that develop methodology and technology that enables the recognition and translation of the spoken language in the text.
- Word Prediction: It is a word processing feature that makes writing breakdowns for the students simply by reducing number of keystrokes of typing words.
- Step Pad: This tool is for the person who has difficulty in completing multiple step tasks by themselves. In Step Pad all the steps and direction were recorded according to the task which give prompt to the person who need this to remember or learn the task easily.
- Talking Calculator: It is built in a speech that reads aloud the number, symbol or the operating key which is press by the user. This will help to student with dyscalculia to check the accuracy of the keys and to verify the answers.
- Number Shark: it is a computer program in which learner learns through games by which they can understand, reinforce and use the number properly.
- First Then Visual Scheduled (FTVS): this is an app for students with special needs. This app is creating auditory and visuals and it is a multi-sensory which help student to develop their skills.

SCOPE FOR TECHNOLOGY BASED LEARNING:

In this era every teacher or learner needs technology to fulfil their academic needs. Through technology teaching learning process becomes more meaningful for both teacher and learner because they both can use technology as a teaching learning material using which teacher can easily teach through various kinds of technology. As we know technology plays a decisive role to promote inclusion where mainstream and students with special need learn together by the help of technology they can learn same curriculum easily. Many types of tools and apps which are based on technology can fulfil the needs according to the requirement of students with special needs. For every type of technology, students with special needs can fulfil their academic needs by the help of technology. Through technology students will collaborate and cooperate with their classmates and they can enhance their skills like study skills, social skills and communication skills etc.

Online learning like MOOC and SWAYAM where anybody can update their knowledge which we called Continue Professional Development (CPD) and for students they can use to provide distance learning from school to post graduation courses.

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Parental Involvement - Success for Inclusion



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ABSTRACT

This conceptual research paper is an attempt to study how the involvement of parents and community at large will pave the smooth way for successful inclusive education in India. Research shows that parental involvement is a positive driver of successful educational outcomes for children with disabilities, especially when there is strong collaboration and a healthy partnership between parents and educators. Parental involvement is the foundation of every child's progress in school. Those wards, whose parents are fully involved in their education tend to do better academically than those wards whose parents are not. Parental involvement is seen as an important strategy for advancement of the quality of education. The ultimate objective of this article is to expand the horizons of academic and the social capabilities of students.

Keywords: Parental Involvement, Inclusive education, Learners with special needs.

INTRODUCTION

Parental involvement can be aptly described as the active and ongoing participation of a parent or primary caregiver in the education process of their child. There are several ways in which parents can contribute at home- reading with children, monitoring homework, and discussing school day and events. At school, parents could contribute by volunteering in classrooms, attending parent-teacher meetings, helping with organizing functions. Parental involvement and academic achievement are directly proportional to each other. Schools with enthusiastic parents involve, engage, and communicate with them which incorporate them in the learning process. This has a positive impact on the academic and overall achievement levels of the child.

NEED TO STUDY THIS ASPECT:

Parents involvement in inclusive education program builds positive relationships, encourages new behaviors, and increase self-satisfaction and optimism among themselves, their children and teachers. Such involvement of family is the key component which leads to student's and school's success.

REVIEW OF LITERATURE:

The parental involvement (PI) paradigm has long been recognized as centrally significant to children's educational attainment. Nevertheless, this process had neither been examined nor analytically considered until early 1960s. Interestingly, most reviewed literature on parental involvement (PI) emphasized parental beliefs as the motivator for parent's initial involvement in school activities (i.e. role construction, sense of efficacy). However, the general prospects such as the invitation to engage with school that comes from both school and children (Level 1) also influence their involvement with school. Similarly, role construction also denotes parents' perspectives regarding their support for their child's learning (i.e. job as a parent) and it shows a significant correlation between parents with high role construction and school involvement. Also, Bandura (1997) attributes parents' sense of

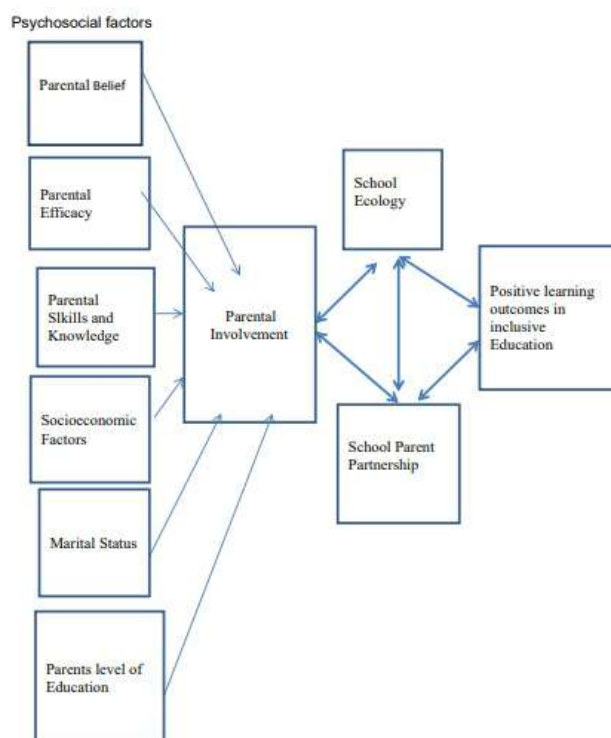


Figure 1. Conceptual framework

efficacy to their school participation, which variably or invariably contributes to children's learning and school success. Besides, parents with higher attribute for PI believe their contributions aid and sustain behavior that brings positive outcomes. This characterized general invitations from both schools and learners as a motivation for working in partnership with schools and to take part in learning activities. This proves that family's participation is desirable and valuable for learner's academic achievement. This broad prospect shows that learners share their concern regarding learning with parents at home or at schools and this allow parents' participation as shown by teachers' attitude towards them.

BRIEF DISCUSSION ON TOPIC:

Objectives of Parental Involvement:-

- To ensure that parents of students with special needs are considered equal partners on their child's education team and participate in decision taking process.
- Parents' involvement in public education needs to be invited and facilitated throughout the student's school years.
- Parents should be considered full partners on their child's education team and should be involved in decision making for their child.
- Establishment of equal, appreciative and student-oriented communication between parents and school.
- Psycho-social support.
- Enable parents for active involvement in the education of their child with disabilities.

Benefits of the Parental Involvement:-

- Parents are the first teacher of their children and motivate them easily. Parents should encourage their wards to develop friendship with classmates.
- Parents can encourage their wards to participate in activities where they can mix and interact with children of the same age group but different abilities.
- Parents can discuss the goals, expectations and preference for their child with his/her teacher, therapists etc. before the commencement of school and deciding upon the education plans for them.
- Parents should be fully aware of the rights of their child to have an inclusive education. School may avoid entertaining the special child in their school therefore parents should explain why they believe in inclusive education for their child

POSSIBLE OBSTACLES IN PARENTAL INVOLVEMENT

There is always a difference in perception about parental involvement. Teachers perceive that parents do not want to be

involved and parents, on the other hand, don't know how to get involved. There is a strong disconnect that exists because of various reasons like lack of time, communication barriers, the experience of parents with their own schooling, the inability of the school to reach out to the parents, and much more. More often than not these reasons become the key factor for children "slipping through the cracks". Supportive and positive school culture will boost academic achievement and reduce a lot of surrounding problems. Schools must educate teachers and other personnel about reaching out to parents to work equally. Schools must also offer parents resources and materials to work with their children. Schools must also assist parents to understand the academic standards, child's progress, and collaborating with teachers to improve standards and achievements. Parental involvement is crucial to foster this culture.

TO WHAT EXTENT PARENTAL INVOLVEMENT IS SUCCESS?

Most parent involvement programs develop as a response to a specific issue or need that arises in the school or community. Parent involvement programs cannot be bespoke or a "one size fits all" prototype. What works for one school may not work for another. Teachers are often not very forthcoming in involving parents in hiring processes, planning curriculum, and choosing books due to lack of expertise. In a nutshell, the successful parent-school partnership must not be for addressing one particular issue or an add-on program. Most parent-school partnership and involvement programs must be aligned with the vision and mission of the school. Programs must be developed collaboratively with parents and must reflect the needs, interests, and issues of the school, parents, and children. From offering child care, clubs and other multiple opportunities schools can show their genuine interest in receiving parent input. Parental involvement fund must be made transparent to parents. Parental involvement is a journey that cannot be bought but has to be nurtured and cultivated over time with care, trust, and patience.

Schools can become successful in engaging parents by making a slow start to expanding definitions of involvement. It is not just about increasing numbers but about the quality and kind of involvement that is brought to the table. It is more about believing that the success of students is a common interest for both school and family. Schools must envision parents as partners in the functioning and learning process. This will go a long way in identifying concrete ways in which the partnership can be cultivated and used for mutual benefit. Kids need to know that they are not making their life journeys alone and a successful school-parent partnership is a foundation for this.

CONCLUSION

The idea of inclusive education is gaining ground all over the world. All children with disabilities should be educated with non-disabled children of their own age and have access to the general education curriculum. Therefore best outcome occur when parents of children with disabilities and professionals work together. Hence, parental involvement in inclusive education is more important for children development.

Parental involvement is associated with a wide range of positive child outcomes in primary and high schools, such as good academic skills, positive attitudes and social competence. Parental involvement in learning acts as a gel that helps to make learning for children pleasant and encourages them to work even more as they seek to make those closest to them proud.

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Impact of Outdoor Games in Improving Social Skills and Self Advocacy Among Children with Specific Learning Disabilities



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ABSTRACT

National Education Policy (NEP) promotes true inclusion among children with special needs and especially children with Specific Learning Disabilities (CwSLD) through peer tutoring, academic excellence, modification, and various adaptations. According to National Education Policy (NEP) there will not be much separation in learning areas in terms of extra-curricular and co-curricular areas and all subjects including specific disciplines like, arts, music, crafts, sports, yoga, community service etc. will be curricular. In this regard outdoor games help to promote inclusion and learning simultaneously. Through outdoor games children learn new things, develop positive attitude, personality development etc. This conceptual research study aims to study the effectiveness of outdoor games in developing social skills and self-advocacy among CwSLD. In the present study a questionnaire was developed to assess the improvement in social skills and self-advocacy of children with SLD of both genders at primary level through use of outdoor games. The developed tool has 2 domains with 15 to 20 items each. The tool is equipped with 5 point rating scale for scoring purpose. The study was administered based on experimental design with sample size of 10 CwSLD subjects chosen from inclusive schools. A Pre-test was conducted with the students using the research tool. Intervention was done appropriately using play activities for a period of one month. Each session lasted for 30 minutes for 30 days. After intervention the post test data was collected with significant changes in the student's participation in group activities, fostering friendships and standing up for self as well as for others. Finding of this study indicates that there was significant improvement in social skills and self-advocacy among students. On this basis a positive conclusion was drawn with recommendation to give more opportunities to students to develop togetherness, regularity and to involve physical education activities coupled with physical activity which will enable students to be more physically active during school hours.

Key words: outdoor games, social skills, self-advocacy,

children with specific learning disability, fostering friendships, NEP2020.

INTRODUCTION

Outdoor games are the games that we play in the playgrounds in open air. When we play outside, it makes us active and gradually improves our health and fitness. By playing outdoor games we exercise our body and refresh our mind and soul. Therefore, it holds great value in everyone's life. Outdoor games are available in wide range and one of its kinds is Co-operative games. It does not require greater skills to play these games, as these games are full of opportunities. They help in physical, mental, and social development of children. Outdoor games are said to be the essential element for the holistic development of children as well as adults. Studies have shown recreational activities that are beneficial to all. It helps us to become healthy and happy.

SIGNIFICANCE OF OUTDOOR GAMES

- It gives us a chance to develop our personality.
- We learn team work while playing with our friends.
- Co-operation and unity is another important trait that we learn through playing.
- It helps to think faster and develop problem solving skills.
- It improves our memory and reasoning ability.
- It improves our internal as well as physical self.

BENEFITS OF OUTDOOR GAMES:

Games help us to learn many things:

- Makes us creative.
- Develop our social skills
- Learn to stand up for oneself
- Improves our personality.
- Helps us to obey instructions
- Learn to respect each other.
- Decrease our academic stress.
- Learn cooperation and unity.
- Learn to be disciplined and in order
- Learn to become generous and imbibe fellow-feeling.

OBJECTIVES OF THE STUDY

- To find out the effectiveness of outdoor games on the improvement of social skills among children with specific learning disability.
- To find out the effectiveness of outdoor games on the improvement of self-advocacy among children with specific learning disability.

REVIEW OF LITERATURE

1. The importance of outdoor play for young children's healthy development:

This study was done by Gabriela Bento and Gisela Dias. Aim of this study was to check the effects of outdoor games on the health of young children. Today's lifestyle is so digitalized that children spend very less time in playing outside and spend more time on their screens. Children don't feel a connect with the natural environment. To find out the positive impact of outdoor playing, children get indulged in the activities. The traditional indoor activities were replaced by the outdoor activities, so that children spend more time outside. This study also shows the role of professionals, community, parents and care givers in providing the outdoor learning environment for their children. This paper also highlights various opportunities that children get while playing, such as social interaction with peers and with the natural environment.

2 Self-Advocacy Instruction: Bridging the Research - to PracticeGap:

This study was done by Craig R. Fiedler and Jeanne E. Danneker. One of the crucial duties of a special educator is to imbibe good qualities in her children, teach them self-determination and make them self-dependent. Self-advocacy is another major component which needs to be taught. In this study authors explained the self-determination theory and also discussed about the need of self-advocacy. The key findings of this research were brief analysis of self - determination and self-advocacy. Authors highlighted the need of these aforesaid skills. And also identified what barriers we are facing in teaching them and how to overcome that. They outlined various strategies and techniques on how to include them in the course curriculum. One of the ways to teach them through activities of daily living (ADL), later their performance show that the difference in practicing these activities in their day to day activities and generalization.

RESEARCH DESIGN

Research Method:

Single Group Experimental Research Design.

Sample Size: 10

Inclusion Criteria

- Children with SLD.

- Primary level
- Age group 5 to 10 years.
- Inclusive schools

Exclusion Criteria

- Children with Intellectual disabilities, visual impairment and hearing impairment.
- Pre-primary, secondary level, higher education levels.
- Below 6 and above 10 years of age.

SELECTION OF QUESTIONNAIRE

- **Social Skills:** Checklist was prepared by the researcher. The developed checklist contains 20 questions and 5 point rating scale.
- **Self-Advocacy:** Checklist was prepared by the researcher. The developed checklist contains 15 questions and 5 point rating scale.
- **Dependent Variables:** Height, weight, running speed, body balance, eye-hand co-ordination, social skills etc.
- **Independent Variables:** outdoor games.

RESEARCH METHODOLOGY

Pre-Test Scores: Pre-test was conducted with the students using the research tool.

Intervention or break was given using cooperative learning and play activities for a period of 1 month; each session lasted for 30 minutes for 30 days.

CO-OPERATIVE GAMES:

A cooperative game emphasizes play, fun, and cooperation where every one works together to win.

- While playing a cooperative game team works together to overcome obstacles, instead of playing against each other.
- No one feels left out!
- It helps in building confidence and self-esteem as players have to participate, cooperate and communicate with each other.

LIST OF COOPERATIVE PLAY ACTIVITIES USED:

- Parachute Game
- Trust Games
- Balloon Bop Game
- Rope Game
- Big Floor Puzzles
- Feed the Woozle
- Group Story

BENEFITS OF CO-OPERATIVE GAMES

- **Communication:** These games help improve language development as it encouraged children to talk.
- **Conflict Management Skills:** These games motivate children to develop problem solving skills and resolve issues on their own.
- **Cognitive Skills:** They can develop critical thinking in a fun

way. Because children have time to try out new ideas as they don't need to worry about losing.

- Decision Making Skills: Children work together to make joint decisions. Knowing that their decisions will affect the whole team not just themselves.
- Co-operation: The games encourage children to cooperate among each other.

Post Test Scores:

After intervention the post test data was collected with significant changes in the student's participation in group activities, fostering friendship and standing up for self as well as for others.

Findings:

Findings of this study proved that there is significant improvement shown in the social skills and self-advocacy of the students. They were found to be more responsive, confident, and easily interact with their peers. Students are now able to form interpersonal relationship, able to make choices regarding the games to be played and speak for themselves.

CONCLUSION

On the basis of the findings of the study it is concluded that social skills and self-advocacy skills are the necessary skills for every child to acquire. Optimal functioning has been observed in academics as well as in recreational activities. And it is recommended that together, regular and quality physical education and physical activity enable students to be more physically active during school hours.

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Impact of Social Attitude on Children with Special Need in Inclusive set up



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ABSTRACT

Inclusive education is at the heart of educational policy world-wide. Teachers' attitude toward inclusive education, which is often associated with success of the policy, have been studied extensively. Various factors related to teachers, students with special educational needs (SEN) and different specific contexts have been identified. In the current study, we explored the influence of social support on teachers' attitude towards inclusive education. In a pilot study implying teachers, we replicated, in the French context, previous results showing a co-relational link between social support and attitude towards inclusion. Specifically, we showed that the more social support they perceived with regard to their attempt to include students with SEN, the more positive the teachers' attitude toward inclusive education. In an experiment involving 314 teachers we then explored the causal link between these variables. Results showed that highlighting the support the teachers receive to improve their attitude in comparison with highlighting a lack of support in control condition in which support is not mentioned. These studies show the importance of supporting inclusive education in the schools. This support can be provided in different ways (emotional, informational, instrumental, etc.) and by different actors (colleagues, supervisors).

The pedagogy of inclusion is the current trend for the education of persons with disabilities. The impact of social attitude may be positive, negative, or mixed evaluation of an object that is expressed at some level of intensity. Individual with special needs have relatively expressed more difficulty in participating in social activities in their regular education session. The aim of the study is to assess the impact of social attitude of non-disabled students towards children with disability in inclusive set-up.

Key words: Inclusive Education, Students, Disability, social attitude. Special Education needs.

INTRODUCTION

Social inclusion is an important concept advocated by the

United Nations Convention on the Rights of Persons with Disabilities and Convention on the Rights of the Child. Since social inclusion is defined as a development goal for children with special needs, a lot of studies have turned their attention to how to put in place an effective support system for the social inclusion of children with special needs. Social inclusion support for children with special needs involves various dimensions. For one thing, they include particular and personal activities that require the time and energy of individuals, such as interpersonal interactions and acceptance. For another, they also include more general and public practices, namely support and assistance from the government and society as a whole, such as government policy support, funding, charitable donations, and other actions at government and social levels. Public support and private support, the two types of support for social inclusion, hold key to promoting the social inclusion of children with special needs and are also important metrics for measuring the degree of social inclusion.

The Salamanca Statement on Principles, Policy, and Practice in Special Needs Education (UNESCO, 1994) has given rise to a range of changes regarding the schooling of students with disability. All over the world, many laws and decrees have been adopted in recent years to promote and implement inclusive education (Schwab, 2020). To this end, in France for example, the Ministry of Education has recently proposed a law ensuring that all pre-service and in-service teachers in the French school system would receive specific training regarding the inclusion of students with special educational needs (SEN).

Despite a growing support (e.g., a 7.6% increase within the inclusive education budget last year in France), many obstacles to a fully inclusive education remain over the world (see for example Westwood and Graham, 2003) and in particular in the French system (Berzin et al., 2020). Numerous studies have been conducted to identify these barriers, particularly among teachers. One of the most studied variables is teachers' attitude toward inclusive education. It has been hypothesized that the more reserved the teachers are regarding the overall inclusive

education policy, the less they will personally endorse inclusive pedagogical procedures (MacFarlane and Woolfson, 2013; Sharma and Sokal, 2016). Among the factors known to influence these attitude (for reviews, see Avramidis and Norwich, 2002; de Boer et al., 2011), their perceived social support has been of particular interest. For example, Hind et al. (2019) recently showed that teachers do not always feel support in their attempts to implement the inclusion policy and that this perceived lack of support is associated with negative attitudes. The purpose of the present study was to go beyond the correlational nature of these findings and experimentally investigate how teachers' perception of the support they receive could influence their attitude in order to draw causal conclusion.

REVIEW OF LITERATURE

The Salamanca Statement (UNESCO, 1994) attempted to meet the 'education for all' demand, which can only be satisfied through the inclusion of all students in general school.

Attitude was defined as "psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Eagly and Chaiken, 1993, p. 1)

Ajuwon (2008) opined that for the child with a disability to benefit optimally from inclusion, it is imperative for general education teachers to be able to teach a wider array of children, including those with varying disabilities and to collaborate and plan effectively with special education.

The previous research findings show that the student teachers report significantly more positive contact with people with disability than negative ones. At the same time, student teachers who are in contact with people with disabilities report a significantly more positive attitude toward inclusion at the beginning of the term, and a higher self-efficacy in dealing with disruptive behavior and interdisciplinary cooperation, as well as an individualizing teaching structure.

Few other previous studies also report fewer concerns and negative attitude than student teachers without such contact. Contact with people with disabilities was significantly related to an anticipated willingness to take an inclusive class. However, no moderating effect of contact over the term was found. Additionally, we identify a considerable heterogeneity on positive attitude toward inclusion within the respective group (i.e., more positive or negative contact) via multigroup latent profile analysis. In particular, higher levels on self-efficacy in dealing with disruptive behavior and individualizing teaching structure were central indicators for positive attitude toward inclusion; this held for both contact groups.

DISCUSSION

It is interesting to note that the meta-analysis of Nowicki and Sandies on (2002) also found gender, age and experience as relating variables, but did not describe an effect of knowledge about disabilities on students attitude. This study shows that students become more accepting when their knowledge and understanding about peers with disabilities increase. Attitudes toward people with intellectual disabilities were investigated among students, disability services professionals, and the general population on Australian population. Students and disability services professionals exhibit similar attitude, with both groups reporting significantly more positive attitude than members of the general population. More positive attitude were evident among younger people, people with higher educational attainment, and individuals with a prior knowledge of regular contact with people with intellectual disabilities.

Inclusive schooling has been a key issue in special need education for the last 20 years. In this context, teacher's attitude toward inclusion is an essential factor in professional competence. It is therefore in the interest of an inclusive school system that inclusion-related beliefs and attitudes are cultivated in basic teacher education. Although some studies report positive effects of basic teacher education on successful inclusion processes and outcomes at school, the findings on attitude changes in teacher education are inconsistent. Multiple factors influence inclusion-related attitudes and beliefs. Among them, personal contact with people with disabilities is important. The present study at the University of Teacher Education in Zurich, Switzerland, examines the influence of previous contact with people with disabilities on attitude towards inclusion after initial teacher training modules. An online survey (N = 443) was conducted before (T0) and after (T1) a training module on inclusive education/inclusive teaching. Validated scales on attitude toward inclusion were used.

CONCLUSION

From the above we come to the conclusion that the vision of "Education for All" in an inclusive setting needs a bit more helpful nature from the teachers. In this regard neither the teachers nor the students can be identified as the only responsible member for the unsuccessful status of the inclusiveness. If teacher as well as peer students show the readiness to accept them with their disability. It will be very easy for SEN children to adjust in the inclusive school. By cross checking the view of teachers and students with each other. Many aspects the statement of one (teachers) are not verified the other (SEN children). It is the time for the teachers and students to change their attitude a bit to make the SEN children apart of our mainstream educational system.

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Barriers to Inclusion in Education in India: A review Literature



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Abstract

Purpose

To identify successful interventions supporting teachers and school leaders to achieve inclusive education in India, including clarifying the underpinning causal logic and identifying research gaps. Indian and Australian researchers collaborated to complete a scoping review that drew together the full range of evidence of successful educational interventions related to school leadership and teaching functions, including from grey literature sources. The scoping review protocol from the Joanna Briggs Institute was followed which involved an initial statement of the search strategy, multiple rounds of processing, and thematic analysis of results. Interventions contributing to a) engaging and mobilizing school leaders and teachers, b) training, resourcing and supporting them, and c) monitoring and evaluating them were tabled and analyzed, allowing for an analysis of which interventions had been shown to be effective. Findings underlined the central stepping stone in the causal logic of effective school leadership and classroom teaching and, additionally, the importance of adopting an appreciative, asset-based and collaborative approach to all work with teachers and school leaders. These findings have direct implications for all capacity-building with school leadership and teaching staff, including initial teacher training, continuing professional development, and establishing optimal network and collaborative arrangements.

Introduction

According to Article 24 of the Convention on the Rights of Persons with Disabilities, inclusion is "a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers, with a vision to providing all students of the relevant age range with an equitable and participatory learning experience and the environment that best corresponds to their requirements and preferences" (UN General Assembly, 2007). Thus, inclusion in education refers to processes that increase the participation of all students vulnerable to exclusionary pressures with the curricula,

cultures and communities of local schools (Ainscow et al., 2006). An important focus of this work is redressing disability-related exclusion and, in countries with well-developed inclusive education systems, many effective strategies for improving participation and learning for children with disabilities have been implemented and evaluated (Finkelstein et al., 2019). However, strategies for disability-inclusive education in well-resourced Western education systems are not necessarily appropriate or achievable in less-resourced settings with different reasons for discrimination, while policies based on international conventions are difficult to enact and unrealistic without regard for local context (Forlin, 2013). This is the case in India, where a disability-only focus does not adequately address school disadvantage arising from the close relationship that exists between poverty, caste and special educational need rather than from disability alone (Forlin, 2013). Extensive educational disadvantage also exists in India because of socioeconomic, culture, caste, language, and gender factors apart from disability (Bawane, 2019). For example, between 2012 and 2014 in Karnataka, children of the Dalit class, over 90 percent of whom live below the poverty line [5], made up half the number of those without a completed primary education [6] and in the same state, girls from scheduled tribes and scheduled castes (ST/SC) disproportionately failed to complete their education due to the intersection of gender with other forms of disadvantage (Bhagavatheeswaran et al., 2016).

Hence, research focused on solving India's particular inclusive education challenges is needed (Sharma et al., 2013a) and, given the central place of the country's nine million teachers in providing educational opportunities to all children (Pit-ten Cate et al., 2018; Rose, 2017) and school leaders in facilitating inclusive school culture and practice (Ainscow and Sandill, 2010), investigation is needed into how best to support and utilise teachers' and school leaders' efforts (Kumar and Azad, 2016; Sahni, 2020). This is the focus of the current paper.

1.1. Current approach to improving school inclusion and learning outcomes in India

In India, the 2009 Right to Education Act (RTE) mandated that

all children between 6 and 14 years of age have access to a free and quality elementary education in their local community (Parliament of India, 2009). This included an allocation of 25% of seats in every classroom to children from economically weaker sections (EWS) and children with disabilities (Chaturvedi and Kuldeep, 2015) and equal access for girls and children of cultural backgrounds with non-dominant languages and religions. It also required that all education be acceptable (free of discrimination, relevant, and culturally appropriate), and adaptable (flexible and adjustable to student requirements, societal changes and community needs).

In support of this goal, the Indian government allocated grant funding to schools for infrastructure improvements and material provisions. This funding was based on a causal argument that by these means, student attendance would increase, which would, in turn, improve learning.

A causal argument has also been called a logic model a theory of how inputs and outputs relate and bring about desired outcomes (Alter and Murty, 1997). It makes explicit the key assumptions of program processes and so can help identify faults in causal arguments underlying failures (Stegemann and Jaciw, 2018; World Bank, 2000). Programming based on misguided logic reflects a problem in conceptualising causal arguments reliably (Rowan, 2000). It is important to go beyond policy statements to clearly express the intended goals and mechanisms for achieving them (Goertzen et al., 2003).

In India, a 2013 report for Accountability India on the government's failure to achieve the requirements of the RTE Act (Abogan et al., 2013) identified a source of misguided program logic (Rose and Doveston, 2015). Multiple datasets were accessed to determine statistically significant relationships between what the government supplied and the outcomes. The report found that while school enrolment had increased, funding overall had a negative impact on instructional quality and learning outcomes because of a tendency to focus on and supply aspects easy to measure but too remote to the classroom to benefit learning.

2. Materials and method

A scoping review was selected in line with the exploratory research question that sought to investigate successful interventions involving teachers and school leaders across the spectrum of types of school exclusion in India, with a focus on local grassroots solutions. Scoping reviews broadly map published evidence in relation to exploratory research questions and thus can also help to identify areas where research is still needed (Munn et al., 2018). They aim to report on the range of evidence available on a topic without concern for methodological quality, hence they include grey literature. The exclusion of grey literature can be due to requirements for peer-reviewed material containing findings of statistical significance but can also mean important work reported locally

is missed because of publication bias (Connolly et al., 2018). In the case of grassroots interventions developed to solve local inclusion challenges, it is likely that successful outcomes will be recorded in local publications or perhaps in book chapters or dissertations and theses all grey literature sources.

3. Results

Having established the research question and objectives and the scoping review protocol (step 1), a specialist librarian from the University of Melbourne was consulted to develop the search strategy. This aimed to be as comprehensive as possible within time and resource constraints.

3.1. Target databases and other sources of information

The scoping review conventions were followed in relation to determining appropriate information to search (step 2) (Connolly et al., 2018). This was published and published papers from three main sources: bibliographic databases (setting in advance the number of pages to be screened to three), hand searching of key journals, and literature snowballing. Databases were selected to ensure inclusion of the major journals relating to international inclusive education. In all, 12 bibliographic databases, seven grey literature sites, 11 websites and 15 journals were identified to search. In addition, two local experts were asked for their direct opinions.

3.2. Key terms, search strategies, and conventions

Initially, in February 2020, a search was conducted of Google and two online databases appropriate to the topic Google Scholar and ERIC to locate relevant documents and identify important keywords (Sandieson, 2007) (step 3). The search strategy followed the scoping review recommendation to include a participant, concept, and context (PCC) term in the search string (Aromataris and Munn, 2017). For this initial search, the following terms were used: 'caste' AND 'special educational need' (participant terms), 'includi*' AND 'education' (concept terms), and 'India' (context term). From the results, a concept table was developed, where further identified terms were placed in the respective categories group-type and educator terms under participants, inclusion and educational terms under concept, and country and school-type terms under context. The result was a comprehensive list of relevant keywords developed through an iterative process as familiarity with the evidence base grew.

4. Discussion

Each of themes and sub-themes have important implications for successful inclusive education in India. It is important that school leaders, teachers and researchers reflect on the identified considerations, and recognise the important role of local knowledge in successful support and intervention.

4.1. Improving attitudes, commitments, beliefs and mindsets

In summary of the above tables, in relation to Category A,

Theme 1: Improving attitudes, commitments, beliefs and mindsets, successful interventions suggested three important tasks and some strategies for achieving them. Firstly, school leader trust and commitment must be strengthened. This is a critical task, as the school leader plays a critical role in all aspects of the creation of inclusive schools. Means for engaging and motivating school leaders included reassuring them of the benefits of teacher capacity building in relation to school standing and teacher retention and building on their interests and concerns rather than demanding an inclusion mindset in the first place.

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Barriers Hamper Promotion of Inclusive Education



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ABSTRACT

The Ministry of Social Justice and Empowerment (MSJE) is responsible for the education and rehabilitation of persons with disabilities (PwD). On the other side, the sustainable development goals (SDGs) emphasized the Quality Education which is adopted by India in 2015. As a developing nation, India has attempted to develop a quality system of education under the familiar slogan of 'Education for All'. Although in India education is one of the fundamental right and for supporting this very fundamental Right, New Education Policy 2020 chapter 6 and 14 emphasis on equity and inclusion in school for higher Education level. However, for achieving success in adopting and implementing it in letter and spirit inclusive education in India, there are several obstacles, barriers and challenges. Many challenges such as lack of well-educated teachers, course curriculum, resources, good infrastructural facilities, awareness, positive attitude from parents caretakers, and communities are still lacking. Teacher's and professionals can follow several strategies for promotion of inclusive education in school. In this conceptual research article, efforts have been made to throw light on the challenges creeping in for promotion of Inclusion in India.

KEYWORDS: Quality Education, Ministry of Social Justice and Empowerment (MSJE), Education for all, New Education Policy (NEP), Sustainable Development Goals (SDG), Inclusive Education.

INTRODUCTION

As we all know that Education is a fundamental right and it plays an important role in developing nation. Taking it to consideration people of India started thinking about educating children with disabilities. However, India has diversity in terms of caste, class, creed, gender, region, language etc. and where disability has always been taken seriously out of the typical setting, discriminated and deprived (State of the Education Report for India, 2019). Although Education for children with disabilities has been taken seriously since the late 19th century and also Government of India has made several policies for promoting and supporting Inclusive Education. Inclusion is one

of the most widely studied topic in teaching and learning process in educational field. Inclusion means the act of including or the state of being included and it is about equal opportunities for all pupils. Pupils should all be included regardless of their age, gender, ethnicity, ability, attainment and background. The Chinese proverb, (IRC, 2006), says, "Tell me and I forget, teach me and I remember, involve me and I learn." The classroom is built upon interaction, cooperation, group work, and participation. These can be done through inclusion in curriculum, Infrastructure, Environments, Teaching learning process etc.

"Inclusive education according to UNESCO means that the school can provide good education to all pupil irrespective of their varying abilities. The government of India practice inclusive education but their implementation efforts have not resulted in an inclusive system of education, nor have they reached their goal of "education for all" across the country. It is because of various barriers which are both external and internal as well. These barriers, being faced by children with disabilities are summarized below.

CHALLENGES FOR INCLUSIVE EDUCATION

Rigid Curriculum: No special curriculum is here to fulfill the diverse needs of special students. The curriculum is one of the major obstacles or tools to facilitate the development of more inclusive system. Rigidity in curriculum does not allow the special students to learn with the non-disabled ones. As a result of the knowledge based curriculum, the examinations are also too much content oriented rather than success oriented. This is also a barrier to measure the achievement of children with special needs.

Peer Pressure: Peers of children with disabilities are sometimes thought that they are Children with disabilities are often an easy target for being teased and bullied by their non-disabled peers. This vulnerability to bullying is found across all types of disabilities. Hence, a negative peer attitude proves to be a major barrier to full social inclusion at school for students with disabilities.

Attitude of Regular Teachers: There are two general attitudes of regular teachers which affect their acceptance and commitment to implementing inclusion. Firstly, regular teachers consider children with disabilities as the responsibility of the resource teachers. Secondly, they feel children with disabilities to be a 'disturbance' to the class and as causing distractions which delayed course completion. Therefore, they choose to ignore their presence and concentrate on execution of their lesson plans.

Buildings and Infrastructure: Children with disabilities face barriers if the building has not been constructed with their mobility needs in mind. Most school buildings don't respond to the requirement of the learners properly. The students with special needs cannot access all the places in the compound such as playgrounds, washrooms, library, doors, passageways, stairs and steep ramps, recreational areas, etc.

REVIEW OF LITERATURE

Sonam Dorji, Revealed that there should be cooperation among teachers, students and parents and educate the public to dispel the negative attitude towards disabilities, providing trainings to instill skills required in inclusive classrooms and revising curriculum to make it flexible enough to respond to the different needs of the students.

Mitika, Alemu and Semahegn (2014), found that there are several obstacles and challenges related to teacher preparation and to promote inclusive education. It is not possible to attain success in inclusive education in country through effective teacher preparation strategies, so to make inclusive appropriate teacher preparation for inclusive education must be made compulsory in all teacher education programme irrespective of elementary or secondary level furthermore qualitative resources, facilities, faculties must be supplied to each teacher education institution to make inclusive education programme successful. Major findings of this study were:

1. Attitude of teachers and parents towards disable children
2. Lack of attention from education institution
3. Lack of educational materials
4. Problem is to create a good effective and competent teachers who can lead and practice inclusive education adequately.
5. Large class size.
6. Lack of skilled manpower
7. Schools do not conduct scientific way of identification and assessment process to identify and assess the special child.
8. Schools do not have eligibility criteria to admit students with special needs.
9. Teachers do not prepare individualized educational plan (IEP) for disable child.
10. Teachers do not have extra time to complete their activities.

11. Testing procedure is not modified according to need of special child.
12. Visually impaired students are not placed or positioned according to their need to accommodate all stationary and other material.

According to Linklater & Florian (2010), although inclusive education has received global attention, it's viewed as major challenge in the educational system around the world. Similarly, in Bhutan, implementing the policy is key challenge of the policy. While implementing the policy, teachers are encountered with various challenges which hinders the success of inclusive education. Introduction of inclusive education has exposed teachers to challenges while discharging their normal duties (Gandiya, 2002).

Sarao (2016), Revealed in a study of 'obstacles and challenges in inclusive education in India with special reference to teacher preparation.' that many problem 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.

Thwala (2015), revealed that majority of teachers were not trained on how to teach in an inclusive classroom, however literature indicates that with proper training and resources inclusion can be practical and effective learning environment for disable child. This study also revealed that mainstream teachers generally lack confidence as they attempt to include students with disabilities in the classes so this study suggests that there should be holding of special need class courses, workshops and conferences for teachers only then they can get acknowledge with the different needs of special child and only then they can manage them in a normal classroom.

DISCUSSION

Inclusive education aims at strengthening the Indian Education System so that it reaches every child and provide them opportunities for academic and social achievement. Inclusive education believes that all children, regardless of the nature of their disability, should be educated in general schools alongside non-disabled children. Since change is the only constant, changing the mindsets of communities, schools, and governments toward people with disabilities by ensuring that they embrace socially inclusive policies is a key step toward creating a disabled-friendly India.

A socially inclusive community needs to provide disabled people with the skills, tools, and support they need to make a living and live independently. In recent years, people's access to technology platforms and the internet has made it simpler to learn, adapt, and up-skill digitally. It has created more chances and new options for disabled people to overcome discrimination, such as the ability for a disabled person to listen

to an audio book and learn. As citizens of the modern community, we should support people with disability to interact with other children to be active citizens.

Inclusive learning and teaching look at how schools, classrooms, programs, and lessons are arranged so everyone can be a part of them. By considering a wide range of needs, inclusive teaching guarantees that everyone has an equal chance to learn. This allows teachers to access students who are often left out of the school system.

Due to the increased skill development in the following generation, the benefits of these educational approaches influence the broader community. Below are the key benefits of inclusive education or its importance in today's society

HOW INCLUSIVE EDUCATION BENEFITS SOCIETY:

It takes into account needs of student: Using inclusive and interesting teaching strategies in the classroom allows students of all ages and abilities to learn meaningfully from the lessons being taught. There is a chance for students of all abilities and backgrounds to reach their full potential because schools are open to everyone.

It's important to have the right arrangement to go to school in normal classrooms and not be separated or excluded.

It points out several types of people in society: When schools are more inclusive, they help people understand and accept their differences. Children from all over the world should learn together in the same classroom. As a result, it can build friendships outside of school, which can help parents, kids, and society work together and cooperate in the community.

It means no one is left out because of their identity: Inclusivity means that all students get the system when it comes to school. Because of this, there will be more involvement in co-curricular and extra-curricular activities.

By including all students in early education, school systems can give children the chance to make friends and more chances to interact with other people.

Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded not only children with disabilities, but speakers of minority languages too.

inclusive education values diversity and the unique contributions each student brings to the classroom. In a truly inclusive setting, every child feels safe and has a sense of belonging. Students and their parents participate in setting learning goals and take part in decisions that affect them. Inclusive systems provide a better quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the

development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together.

Education that excludes and segregates perpetuates discrimination against traditionally marginalized groups. When education is more inclusive, so are concepts of civic participation, employment, and community life.

HOW TO OVERCOME BARRIERS IN THE WAY OF Inclusive Education:

Use of teaching assistants or specialists: These staff have the potential to be inclusive or divisive. For instance, a specialist who helps teachers address the needs of all students is working inclusively. A specialist who pulls students out of class to work with them individually on a regular basis is not.

Inclusive curriculum: An inclusive curriculum includes locally relevant themes and contributions by marginalized and minority groups. It avoids binary narratives of good and bad, and allows adapting the curriculum to the learning styles of children with special education needs.

Parental involvement: Most schools strive for some level of parental involvement, but it is often limited to emails home and occasional parent teacher conferences. In a diverse school system, inclusion means thinking about multiple ways to reach out to parents on their own terms.

Ensure that educators have the training, flexibility, and resources to teach students with diverse needs and learning styles

Ensure that kindergartens and schools receive adequate and sustainable financial support so that all activities and services are fully inclusive.

Empower parents to assert their children's right to education in inclusive settings

Enable the entire community including mainstream and special educators, social workers, parents, and students to work together and participate in the design, delivery, and monitoring of education, thereby reframing inclusive education as a shared responsibility

Hold government accountable for implementing anti discrimination legislation, legal mandates for inclusion, and policies to remove barriers

CONCLUSION

In my opinion successful inclusion is a must inside the classroom. When pupils are included properly, they will equally have the same chance to achieve, learn and acquire new experiences inside their school. There are inadequate infrastructures and education facilities, sanitation facilities, lack of ramps, dirty and dusty classrooms and acoustically non-

treated classrooms, equipments and services; moreover, negative attitudes of teachers, lack of budget, limited professionals, lack of responsible personnel in district, zone and region education offices. Parents started to send their children to school; however, there is lack of skilled professionals who will screen and identify according to interests of learners. There is highest number of repeaters and dropouts in early schools because of unfriendly learning environment for diversified learners. The study suggested that high attention is needed from the concerned parties for the implementation of the inclusive education in India.

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Importance of Inclusive Education (I.E.) for India



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ABSTRACT

Inclusive Education (IE) is an innovative approach that helps the children with disability and learning difficulties in receiving education under the same umbrella as that of children without any disability. It brings the scholars together on same the platform, the classroom and community, anyhow of their achievements or leggings in any area, and seeks to raise the eventuality of all scholars. It is one of the most constructive ways by which we are able to promote an inclusive and tolerant society. According to the findings and observations of UNESCO Institute of Statistics (UIS), it was found that in 2010, approximately 73 million primary school age children were not in school, as compared to over 110 million children in the 1990s. The percent of Indian population living in rural areas is about 80%, which means this much amount of people are living without any provision for special or inclusive schools. This leads to a deduction that there are an estimated 8 million children in India, who are not able to avail the facility of education (MHRD 2009 statistics), many of whom are identified by dimensions such as poverty, gender, disability, and caste. Today, what are the requirements and challenges for achieving the thing of inclusive education? How will an inclusive environment take care the needs of all children with disabilities? How quality education can be perfectly and suitably delivered for all children? Hence, inclusive schools are needed in order to address the needs of children in every community. Keeping these questions in mind, this article provides an in-depth discussion on the challenges and measures to implement inclusive education in India and defines the meaning and significance of Inclusive Education in India.

Key words: Inclusive Education, Children with special needs, Disabilities, Inclusion

INTRODUCTION

The differently abled children learning needs has been addressed by different scholars at different levels of society in many ways through Inclusive education. The Government of India has been putting its best efforts over the last five decades towards providing comprehensive range of services towards providing special education to the children with disabilities. In

1974, The Indian Government centrally implemented various scheme for Integrated Education for Disabled Children (IEDC). It was introduced to provide equal opportunities to children with disabilities in general schools to encourage the interest among the different societies to facilitate their retention. The government support in the area of inclusive education dates back to the National Educational Policy implemented in 1986, which made it their goal, 'to integrate the handicapped with the general community at all levels in the society as equal partners, to prepare them for their normal growth in the schools and for the up lift their courage and confidence'. Furthermore, The World Declaration on Education for All adopted in 1990 gave a push to the various processes already set by the Government of India. In 1992 The Rehabilitation Council of India Act implemented a training program for the development of professionals to respond to the needs of society special needs.

In 2006, National Policy was introduced for persons with disabilities, it attempts to clarify the framework under which the state, all sector of societies must work together in order to ensure a respectable life for persons with disability and support for their caretakers. Most recent development is the Right of Children for Free and Compulsory Education (2009) which ensures the right to free and compulsory education to all children between ages six to fourteen. Education for a child with disability, the act has to be read in relation with Chapter V of the Persons with Disability Act, 1995. Chapter V of the PWD Act ensures that every child with disability is eligible to get free education up to the age of 18 years. Keeping in view, Govt. of India went through a policy shift and introduced a new scheme of Inclusive Education, which aimed at achieving the target of 'Education for All' (EFA) by 2010. Inclusion is an attempt to assure that all learners those with disabilities, those speaking different languages and part of different cultures or different family backgrounds, are able live in the same society with harmony. Inclusive Education makes sure that every child comes to the mainstream of our education system, irrespective of their strengths or weaknesses. The education policy in India has steadily increased the focus on children and adults who are

of special needs, and inclusive education in all schools has become a primary goal to achieve.

In most of the countries, inclusive education has raised as one of the most the high agenda issues in the education. In 1990s, a significant number of developing countries took the initiative to reform their policies, in order to promote the inclusion of students with disabilities into mainstream/conventional schools. Many forthcoming researches show that educators in inclusive environment are more likely to collaborate and spend more time planning, learning new techniques from one another, to show a greater willingness to change, and use a wide range of creative strategies to meet students' needs. Every child, irrespective of them being disabled or not, have the right to education as the future of the country lie in their hands. In today's world, it has become an internationally accepted fact that inclusion is the key to maximizes the potential of students, and is the professional approach for the current and upcoming age, in the field of special education.

DISCUSSION

At the World Education Forum (Dakar, Senegal 2000), the "World Conference on Special Needs Education: Access and Quality" was initiated, which aimed at the common voice of governments to give the highest priority for making education systems inclusive. Also, to adopt the principle of inclusive education as a basic matter of policy. The idea of inclusion is further initiated by the United Nations to adopt Standard Rules for better and equal opportunities for Person with Disability. Inclusive Education (IE) is defined as a process of addressing the diverse needs of all learners by reducing hurdles within the learning environment in schools and societies. It means at the appropriate age and class of the child's local school, with individually specific level of support (UNICEF 2007). Inclusive education is the process of making one's strong with the capacity of the education system to meet the need of all learners. At the World Conference (1990) organized in Thailand, how to achieve the goals for 'Education for All' were set and it was announced that every person (child, youth and adult) must be able to extract benefit from the educational opportunities, which would lead to, them meeting their basic learning needs. Inclusion is an approach and philosophy which provides good opportunities for academic and social achievement to all students. To provide best opportunities to participate in the field of social, recreational, arts, sports, music, day care and all other activities suitable as per their needs.

In 1987, National Council of Educational Research and Training (NCERT) collaborated with UNICEF and launched Project Integrated Education for Children with special needs (PIED), to further strengthen the knowledge of learners with disabilities in all schools. In recent years, the concept of inclusive education has been expended to enhance not only special students but also all students who may be deprived. This major concept understanding of curriculum has shown the way

for developing the National Curriculum Framework (NCF-2005) that indicates the important value of each child and enables all children to experience overall development with dignity and the confidence to learn better.

ADAPTATION CHALLENGES OF I.E. IN INDIA

In our country the number of the disabled people are in good number and their problems so complicated, poor available resources and poor social background. The road map for achieving inclusive education seems very long and complicated one, on which number of challenges and opportunities will arise to them. Our country is a multi-lingual, multi-cultural, multi-religious country, in which people are stratified based on their financial conditions.

Due to the fact the India is the world's second most populous country after China. It accounts to 20% of the world's out-of-school children. The aim of inclusion is to bring support to the students with special needs. The basic purpose is more challenging in our societies with diverse background as schools accommodate students with good number to address their major concerns and abilities. The Census carried out by Government of India in 2011, the number of people with disabilities in the country are 26 million, or roughly 2.1% of the total population.

In 2000 UNICEF's Report on the Status of Disability in Indian states was around 30 million children are affected in some form of disability. Near about 10% of the world's population have some kind of disability and the developing countries inhabit about 80% of these people. But 75% of people with disabilities live in village areas in our country. The Government has implemented number of policies in the field of special education since the country's independence. Many challenges might arise while trying to integrate education of children with disabilities in regular classrooms.

In our society these challenges may produce in the form of scarcity of sufficient human and material resources, negative attitudes of teachers and community, non-disabled persons of same age and their parents. The Government of India has attempted to implement policies that are inclusive for the people of societies with disabilities, their implementation efforts have not met their goal in an inclusive system of education. Moreover, dropping out students' number is observed more, especially in villages and below poverty line areas. Students are forced to leave school due to their parents' poor financial condition, and to work to help their parents to make their end meets. Due to this, the number of children working as laborer keeps on increasing, which eventually leads to them being physically and psychologically disabled.

Different challenges arise due to the negative behavior and attitude of both, parents and educators, with respect to the ability of disabled children to learn. Another serious challenge is the fact that most disabled people are still out of reach to education main stream.

Another challenge from number of societies for the implementation of inclusive education in the Indian context. The present practical skill levels of regular primary and secondary school educators was examined by Das, Kuyini and Desai in 2013 in Delhi, India in order to literate students with disabilities in inclusive education. It was discovered that approximately 70% conventional school educators didn't have any experience in teaching students with special needs, moreover, they didn't even receive any form of training in special education.

Almost, 87% of the teachers did not have knowledge how to implement services in their classrooms. With respect to the 6th All India Educational Survey carried out by NCERT in 1998, approximately 20 million children (6-14 years of age) are in dire need of special education, out of the 200 million children in India. In our country the average enrolment in school is over 90 per cent, less than five per cent of children with special needs are in schools. Acceptance by persons of same age and position in the society provides a much greater challenge for children of special needs.

Number of school personnel in India are not so trained to develop, design and implement educational programs for students with special needs in regular schools. Majority of the teacher training programs in India does not have the facilities to incorporate disability studies (M Reddi & Narayan, 2000). The quite good number of schools in India are mismanaged and few are equipped to meet the special needs of students with disabilities. There are more difficulties while procuring and resourcing for helping devices. Despite all the attempts made for the betterment of inclusive education in India, about 94% of children with disabilities are not able to receive any form of education.

Some of these challenges that our country shares with other developing countries are some special features that will make the implementation of educational reform very difficult. The resolution of the Government of India towards Universalization of Elementary Education (UEE) cannot be fully achieved without caring about the special educational needs of the mentally and physically challenged children. Inclusion is becoming a major tool and doing the rounds in education circles but there are still a lot of difficulties around.

CONCLUSION

Inclusive education can play a leading role in enabling disabled persons to live normal lives. It is not only necessary to support such children in their academic activities, but it is also necessary to promote their overall growth. In an inclusive educational era, poor scoring students are able to get extra help even though they did not qualify for special education. Classmates of students with disabilities also experience growth in social recognition, often they can become more aware of the needs of others in inclusive classrooms. Inclusive education is a new approach to education which emphasizes providing access to education for all children, both with disabilities and without, under the same one umbrella. An inclusive education system embraces every student and promotes them to learn and grow.

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Skill Based Knowledge makes Inclusive Education Successful



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ABSTRACT

This study is purported to determine the impact of skill based education in Inclusive Education (IE) in India. The skill-based education in India is considered and treated to be a vocational skill obtained through short-term training or course but not part of the formal education system that pave the way for gainful employment opportunities. These skills are also envisaged as part of the government's Pradhan Mantri Kaushal Vikas Yojna (PMKVY) scheme, which aims to promote recognition and standardization methods in Inclusive Education. However expertise needs to be developed in the formal learning system as well. With the advent of rapid adoption of Information and Communication Technology (ICT), formal education today has become more holistic and engaging approach in nature. It is possible to teach soft skills through the prudent use of digital tools. Digital platforms, for example, encourage collaboration between learners and thus allow them to work in a team. This will help students to hone their interpersonal skills, to improve their academic performance, which can monitor self-productivity. There are major challenges confronting formal education system around the world and in India in particular that made difficult for academia in finding ways of including all children in schools. In economically poorer countries this problem is serious as result of this today millions of children is not able to attend classes in formal education (UNESCO, 2015). Faced with these challenges, there is umpteen evidence of an increased interest in the concept of making formal education more inclusive and equitable. However, the field remains haywire, shrouded with utter confusion and decries for appropriate actions needed in order to formulate suitable policy and practice forward.

Keywords: Inclusive Education, Vocational, PMKVY Economically poorer countries, Mainstream of Inclusive Education.

INTRODUCTION

Our world changes in geometric speed every day linguistically, culturally, politically, and economically as a result of local events that may have serious global impacts. The demographic changes are taking place due to global movement of people

inevitably will affect us as to how we can educate students and prepare teachers forever- changing world. In recent years, we have witnessed the immigration of people with the hope of finding safer and better places to live, often escaping war-torn countries or looking for better economic opportunities. Recently concept of Inclusive Education (henceforth, IE) is becoming critical and in particular its management needs to be more systematic and holistic.

MEASURES FOR MAKING IE A SUCCESS:

In almost every country, IE has emerged as one of the most powerful education system. With the publication of the Salamanca Declaration, a large number of developing nations started reformulating their plans to engage more students into normal schools in 1994 to provide basic education. . The country's future citizens are all school-going children, no matter their socioeconomic status (UNESCO, 2009a; 2009b; UN, 1993). All school-going children, be they deprived of basic civic amenities or not, they are entitled to education because they are the country's future citizens. IE is an education system that offers to all students who are with special disabilities, but is theoretically empowered with outstanding skills and/or abilities, so that children with specific challenges can be integrated into mainstream of educational setting combined with students without special need Inclusive Education studies indicate that teachers work more closely and spend most of their time practicing their specialization in inclusive settings, and they will be learning new approaches from each other, developing their skills, showing a greater commitment to using more creative approaches to meet the needs of all students.

THE INTERNATIONAL POLICY CONTEXT

Over the last 30 years there have been major international efforts to encourage inclusive educational system followed with undertaking research studies extensively. In particular, the United Nation's Education for All (EFA) movement has worked to make quality basic education available to all learners. Agreed in letter and spirit in 1990, the EFA Declaration sets out an overall vision, which is about being proactive in identifying the barriers, as some learners encounter difficulties while they are attempting to access educational opportunities. It also involves

the identification of basic infrastructures and resources available for students at national and community level, and empowering them to bear these problems to overcome those barriers. This vision was reaffirmed by the World Education Forum (WEF) meeting held in 2000 at capital city Dakar of Senegal. This meeting held with an agenda to review the progress made in the previous decade in the field of Inclusive Education. The Forum declared that EFA must take particular account of the needs of the poor and the disadvantaged, including working children, remote rural dwellers and nomads, ethnic and linguistic minorities, children, young people affected by conflict, HIV/AIDS, hunger and poor health, and those with special learning needs.

INCLUSION AND EQUITY: KEY ELEMENTS

Terms such as 'equity' and 'inclusion' can be confusing and slightly ambiguous since they may have shades of meaning, mean different things to different people. This is a particular problem when anybody trying to move forward with other people for betterment not least in schools, where everybody is so busy and preoccupied. Put simply, if there is no shared understanding of the intended direction, progress will get hampered and difficult to move forward. There is, therefore, a need for agreed definitions of these concepts. Recent international policy documents argue that these basic concepts should be seen and treated as principles that comprise all aspects of educational policy (e.g. UNESCO, 2017).

In some countries, inclusive education is still considered as an approach to serving children with disabilities within general education settings. Internationally, however, it is increasingly seen more broadly as a principle that supports and welcomes diversity amongst all prospective learners. It presumes that the aim of it is to eliminate social exclusion which is a consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender and ability. As such, it starts from the belief that education is a basic human right and the foundation for all in a given society.

SCHOOL CURRICULUM: KEY INGREDIENT

There is not one single model of what an inclusive school looks like. What is common to highly inclusive schools, however, is that they are welcoming and supportive places for all of their students, not least for those with disabilities and others who experience difficulties (Dyson, Howes, & Roberts, 2004). This does not prevent these schools from also being committed to improving the achievements of all of their students. Indeed, they tend to have a range of strategies for strengthening achievement that are typical of those employed by all effective schools, and the emphasis will be laid on supporting vulnerable students who does not appear to inhibit these strategies. A key factor is the emphasis placed on tracking and supporting the progress of all students.

INVOLVEMENT OF THE COMMUNITY

In order to foster concepts of inclusion and equity in education, governments need to mobilize human and financial resources, some of which may not be under their direct control. Forming partnerships among key stakeholders and interested parties who can support and own the process of change is therefore essential. These stakeholders include: parents/caregivers; teachers and other education professionals; teacher trainers and researchers; national, local and school-level administrators and managers; policy-makers and service providers philanthropists in all walks of life chosen from different sectors (e.g. health, child protection and social services); civic groups in the community; and members of minority groups that are at risk of exclusion.

Family involvement is particularly crucial. In some countries, parents and education authorities already cooperate closely in developing community-based programs for certain groups of learners, such as those who are excluded because of their gender, social status or impairments (Miles, 2002). A logical next step is for these parents to become involved in supporting change for developing inclusion in schools.

SHARPENING SOFT SKILLS WITH HI TECH BASED SOLUTIONS

Often, educational institutions don't teach soft skills due to their already overburdened curriculums. Digital learning can inculcate soft skills in a far more effective manner, leveraging technology. Ed-tech start-ups use interactive tools, specific game, and activity-driven group programs to impart soft skills. The future of innovation in the Ed-tech sector is specific game. Sports learning could be improved with the inclusion of Artificial Intelligence (AI), Big Data, cloud technologies, mobile learning, and Virtual Reality (VR). These techniques support the use of game-based learning techniques in the classroom to maintain students' interest in the subject matter. Additionally, because it encourages students to utilize their creativity, specific game enhances the likelihood that instructional concepts will be applied practically. The specific game practices would make it easier for professors to teach students since they would provide a thorough introduction to real-world applications of the subject matter. Due to their immersive and engaging nature, the lessons have a far higher probability of being retained by the students. The simulation modules encourage improvisation, just like on-the-job training does. Additionally, these modules can be highly customized and typically presented in smaller groups for optimum attention.

NEP'S ROLE TO FOSTER STUDENTS' SKILL DEVELOPMENT:

A reform that is expected to bring the Indian educational market to its peak by introducing vocational education from the sixth grade and establishing the National Committee for the Integration of Vocational Education (NCIVE). The National

Education Policy is expected to give students a wide range of viable career options as well as lessen the social stigma attached to contemplating vocation as a career option.

National Education Policy (NEP), 2020 emphasizes employability and recognizes the importance of education in equipping students with the necessary skill sets. Through this program, the government hopes to fulfill the goals of the 2030 Agenda for Sustainable Development, which aims to guarantee universal access to inclusive and equitable education and to encourage possibilities for lifelong learning.

It encourages a shift away from the traditional route, content-heavy learning method and focuses on holistic method of learning. In addition to science and math, it instills a creative, multi-disciplinary curriculum that places equal emphasis on other disciplines including the humanities, sports, fitness, languages, culture, and the arts.

The National Education Policy 2020 also acknowledges the significance of soft skills as essential life abilities, including communication, teamwork, problem-solving, decision-making, analytical thinking, resiliency, etc. The program employs a method that imparts academic knowledge. However, for students this program motivates to advance in their academic trajectory, leadership qualities are also inculcated.

Due to education's immersive and engaging design, the lessons have a far reaching higher probability of being retained by the students. Ed-tech start-ups are unleashing students' potential starting at the elementary level. Deeper, longer-lasting experiences are made possible by ongoing learning. They create cutting-edge programs to tap into a child's creativity and inventiveness so they can develop a healthy, all-encompassing personality. Technology has redefined the educational sector for both conventional and mainstream courses as well as alternative courses by making education more accessible. It has opened door to endless possibilities.

REVIEW OF LITERATURE

Waychunas, W. (2020). Student diversity in general education classrooms is widening at a progressive and constant rate, and so is the range of accommodations, services, and modifications being required to meet the educational needs of each student. General education teachers are expected to be involved in curricular modifications for all students (Vaughn, Bos, & Schumm, 2007); however, this is often easier said than done.

Yildiz Teknik Üniversitesi, Turkuía (2022). The inter-cultural virtual exchange project had positively impacted the participants' perceptions of and engagement on social justice issues in the classroom as evidenced in the statistically significant survey test results and participants' self-reported/perceived growth throughout the project (2022).

Alzahrani, S. S., & Flynn-Wilson, L. (2021). The extent to

which EI teachers in Saudi Arabia modify their EI services based on cultural differences has received little previous research attention. In the present study, all teachers reported making modifications based on cultural differences. This finding is promising for the current and future delivery of EI services. Interestingly, more experienced teachers proved more likely to make such modifications. Established teachers have a wealth of experience to "fall back on" and confidence that newer teachers may not have.

Warman1 (2021) To sum up, our findings reveal that (1) there are substantial gaps in teachers' pedagogical abilities according to their involvement with in-service training programs for IE, with teachers with a greater level of preparation showing better pedagogical skills. In addition, (2) the expectations of teachers for IE show that 61% of teachers believe it is extremely relevant, 37% believe it is relevant, and 3% find it unimportant. Finally, (3) the subjects for in-service training materials deemed most important by teachers include (a) defining types of disabilities children, (b) features framework for teacher-training plans.

Sumaya Saqr1 & Lilly Tennant1, (2016) The stated challenges and barriers pointed out by the participants raise major issues about their preparation; in asking for more knowledge, more practice, more experience with SEN students, it is evident they are making a clear statement that the current Bachelor of Education Program does not adequately prepare them to meet diverse learning needs of students whom they will have to address as newly qualified future teachers.

Karin Bertills 1, Mats Granlund2 and Lilly Augustine (2019) our results suggest that intended learning outcomes in the PE-syllabus are promoted in high-level teaching since time-saving PE lesson structures increase students' learning opportunities and enable more individualized instructions (feed-back and feed-forward), with higher levels of student engagement as a result.

Mel Ainscow (2020) Promoting inclusion and equity in education: lessons from international experiences, These study indicate that the promotion of inclusion and equity in education is less about the introduction of particular techniques or new organizational arrangements, and much more about processes of social learning within particular contexts. As I have argued, the use of evidence as a means of stimulating experimentation and collaboration is seen as a central strategy.

Margaret P. Weiss1, Anthony Pellegrino1, and Frederick J. Brigham1 (2017) We found from this study that the candidates in the co taught course group who participated in activities within a collective environment that included those outside their own discipline grew in their understanding of the conceptual underpinnings and tools of collaboration, attaining a higher level of appropriation than those who practiced

collaboration with only those within their own discipline.

DISCUSSION ON THIS TOPIC:

The importance of including disabled children is an essential strand within this new international policy agenda. This was stressed in the United Nations' Convention on the Rights of Persons with Disabilities (United Nations, 2008), which states: 'The right to inclusive education encompasses a transformation in culture, policy and practice in all educational environments to accommodate the differing requirements and identities of individual students, together with a commitment to remove the barriers that possibility.' The Convention defines non-inclusion, or segregation, as the education of students with disabilities in separate environments (i.e. in separate special schools, or in special education units located with regular schools). It commits to ending segregation within educational settings by ensuring inclusive classroom teaching in accessible learning environments with appropriate support. This means that education systems must provide a personalized educational response, rather than expecting the student to fit the system.

As these key studies indicate, the move towards inclusive schools can be justified on a number of grounds. There is an educational justification: the requirement for inclusive schools to educate all children together means that they have to develop ways of teaching that respond to individual differences and that therefore benefit all children; a social justification: inclusive schools are able to change attitudes to difference by educating all children together, and form the basis for a just and non-discriminatory society; and an economic justification: it is likely to be less costly to establish and maintain schools which educate all children together than to set up a complex system of different types of school specializing in particular groups of children.

CONCLUSION

The ideas that have emerged from this study of earlier researches and policy regarding ways of Increasing Skill Based Education for Inclusion are as follows:

- Strategies should be informed by evidence regarding the impact of current practices on the presence, participation and achievement of all students;
- There should be an emphasis on whole-school approaches in which teachers are supported in developing inclusive practices;
- Education departments must provide leadership in the promotion of inclusion as principles that guide the work of teachers in all schools;
- Policies should draw on the experience and expertise of everybody who has an involvement in the lives of children, including the children themselves.

These ideas indicate that the promotion of inclusion in education is less about the introduction of particular techniques

or new organizational arrangements, and much more about processes of social learning within particular contexts. As I have argued, the use of evidence as a means of stimulating experimentation and collaboration is seen as a central strategy. Copland (2003) suggests, inquiry can be the 'engine' to enable the distribution of leadership that is needed in order to foster participation in learning, and the 'glue' that can bind a community together around a common purpose. Working with schools over many years to introduce this way of thinking, I have become aware of the complexities involved. One way to think about the processes at work is to see them as linked within 'ecology of equity' (Ainscow et al., 2012).

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ICT Based Learning for Children with Special Needs



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ABSTRACT:

This conceptual research article purported to study the importance and significance of Information and Communication Technology (ICT) based learning in Inclusive Education system with special reference to Children with Special Needs (CWSN). It is observed that few International policies and legislations on the rights of persons with disabilities will serve as essential ingredient in making IE successful and thereby ensure children with disabilities to receive their education in an inclusive, rather than segregated, school setup. It is perceived that children with diverse needs including disabilities are most valued members of the school community. Keeping this objective as base the teachers can facilitate a positive environment in the school that encourage inclusiveness and provides equal learning opportunities to the children with special abilities, hailing from varied social backgrounds and diverse learning needs. Hence, inclusive education system promotes learning of all children, with special abilities, with various social backgrounds and with diverse learning needs. The present IE system advocates that wherever possible, children with disabilities are accommodated in inclusive schools conveniently. This measure promotes cost-effectiveness and leads to a more inclusive opportunities in different walks of society. ICT is one of many techniques that can enable the realization and implementation of inclusive education. ICT has a major role to play in enabling educational authorities, academic regulators, teachers, students and parents to move towards a more inclusive educational system.

Key Words: ICT, Assistive Technology, Inclusive Education, auditory, digital, Curriculum, society, promotion, children with special need

INTRODUCTION:

The main objective of ICT technology is to help individuals with disabilities and function in the learning process of those individuals without disabilities thereby helping to bridge the gap between what people can do and what they may need to do. In this paper I shall discuss the role of ICT in an inclusive classroom and how various ICTs can be used in teaching -

learning processes. Besides ICT, I shall address the need of Assistive Technology (AT) in the inclusive classroom. The impact of ICT on the overall development of the personality in the inclusive environment is extremely significant. In particular its effect on the improvement of communication skills with students is treated as a central goal of the ICT curriculum. Language barriers and isolation can play negative role in denying students access to the wide range of digital information and resources. Physically challenged students and in particular the visually impaired and hearing impaired needs additional support. Heightened awareness on the part of the IE system will help to address these students' problems of access.

OBJECTIVES OF ICT BASED LEARNING:

- To explain the concept of inclusive classroom;
- appreciate the role of ICTs in promoting inclusion in classroom;
- discuss the appropriate use of ICTs as per the diverse needs of students;
- relate different assistive technologies (ATs) to various special needs; and
- explain the use of ATs in inclusive classroom.

FEATURES OF INCLUSIVE CLASSROOM

You have already read the Course Behavior and Education Support (BES) 128, in which it was discussed on how to create an inclusive school and deal with special needs of children. International policy and legislation on the rights of persons with disabilities is strongly in support of children with disabilities receiving their education in an inclusive, rather than segregated, school setting. Children with diverse needs including disabilities are the valued members of the school community. Teachers can facilitate a positive environment in the school that respects inclusiveness and provides equal opportunities to the children with special abilities, from varied social backgrounds and diverse learning needs. Hence, inclusive classroom promotes learning of all children, with special abilities, with various social background and with diverse learning needs. The present system advocates that where possible, children with

disabilities are accommodated in inclusive schools. This promotes cost-effectiveness and leads to a more inclusive society. ICT is one of many supports that can enable the realization and implementation of inclusive education. ICT has a major role to play in enabling educational authorities, teachers, students and parents to move towards a more inclusive educational system.

ROLE OF ICTs IN INCLUSIVE CLASSROOM:

When we consider using ICTs for students with special needs, then it is very important to ensure that the technology can be used by them. That means- it has to be accessible. Accessible ICTs are the wide range of assistive and mainstream technologies and formats that can enable students with a disability to enjoy an inclusive education. Accessible ICTs also include assistive technology (AT) which can be defined as a "piece of equipment, product system, hardware, software or any service that is used to increase, maintain or improve functional capabilities of individuals with disabilities." A person's ability to use technology may be impaired due to various physical, sensory, emotional or cognitive disabilities. One common feature of accessibility is the small tactile node, or 'dot', found on the '5' key on most keypads for computers and telephones. By finding the '5' key by touch, anyone can locate the other numeric keys without looking at it. Accessible ICTs hold the potential to enable students with disabilities to receive education and become independent in social and economic life of their communities. Moreover, they provide equitable learning opportunities through enabling communication with teachers and fellow students. They also provide access to learning materials, so that students are able to do the course work, assignments and appear for examinations. In general, accessible ICTs:

- enable greater learner autonomy;
- unleash hidden potential for those with communication difficulties;
- enable students to demonstrate achievement in ways which might not be possible with traditional Methods and
- enable tasks to be tailored to suit individual skills and abilities.

Benefits of ICT based learning for teaching and non-teaching staff:

- Reduces isolation of teachers working for children with special educational needs by enabling them to
- Communicate electronically with colleagues.
- Supports reflection on professional practice via online communication.
- Improves skills for staff and a greater understanding of assistive technology used by students
- Enhances professional development and effectiveness of the use of ICT with students through
- Collaboration with peers

- Materials already in electronic form (for example, from the Internet) are more easily adapted into
- Accessible resources such as large print or Braille.

The Right to Education Act (RTE) and Samagra Shiksha on Inclusive Education for Children with Special Needs

- In the year 2018-19, the Department of School Education & Literacy, - Ministry of Human Resource Development (MHRD) has launched Samagra Shiksha an integrated scheme for School Education covering children with special needs from classes I to XII.
- The Scheme is governed and regulated by the provisions of the RTE Act, 2009.
- The Right of Children to Free and Compulsory Education (RTE) Act, 2009 enshrines the entitlement to free and compulsory elementary education, access to school and barrier free access for all children including children with disability.
- Section 3(2) of the RTE Act lays emphasis on the elementary education of all children with disabilities.
- As per the Amendment of 2012, the RTE Act also mandates that, a child with multiple and/or severe disabilities have the right to opt for home based education.

Provisions under Samagra Shiksha for Children with Special Needs (CWSN)

- Under Samagra Shiksha, there is a dedicated component for Inclusive Education for Children with Special Needs (CWSN) through which various provisions are made available for the educational needs of differently abled children such as,
- Identification & assessment camps
- Provision of aids, appliances
- Assistive devices, teaching learning materials (TLMs)
- ICT resources like JAWS & SAFA, as well as transportation, escort & scribe allowances and stipend for all girls with special needs (from Class I to XII).
- Further, individualized support is provided through therapeutic interventions at the block level.
- Home based education: Further, CWSN with severe impairment requiring individualized attention are provided home based education through special educators.
- Financial support: A Separate provision for financial support of Special Educators has been made under Samagra Shiksha in order to appropriately address the educational requirements of children with special needs from elementary to higher secondary levels.
- Samagra Shiksha also has provisions for ramps, handrails and disabled friendly toilets for barrier free access to schools for all children.

CONCLUSION:

The current trend in international level on Inclusive education and social policy is turning toward integration of those who are at vulnerable level and they are at risk of exclusion from society, and efforts are on in providing them with the access to high-quality basic education.

- ◆ The movement for inclusion has been extended over the whole category of people who have been deprived of the opportunity to receive education. This includes those with inborn or innate or acquired impairments, socio-economic deprivation, consequences of war and other conflicts, and other negative factors. These causes represent barriers to learning.
- ◆ A number of international human rights agreements were agreed upon to support the view that compulsory segregation in education is against basic human rights of children and young people covered in the UN Convention on the Rights of the Child (1989), the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993), and the UNESCO Salamanca Statement (1994).
- ◆ The general understanding of disability has changed from the attitudes which regarded disability merely as a personal problem related to a specific impairment, to a common social issue. The first step in this direction is the recognition of the necessity of radical social and environmental changes to facilitate disabled people's inclusion in everyday life of the community.
- ◆ People with Special Education Needs (SEN) experience many difficulties in learning caused by social, economic, and physical factors.
- ◆ Overcoming of barriers and providing appropriate strategies for inclusive education to students with a wide range of special needs physical, cultural, and educational must be facilitated to enable them to play appropriate roles in modern society, thus contributing to future knowledge-based nation.
- ◆ The primary reason to promote the Inclusive Education (IE) by motivating regular attendance by students with special needs in schools of IE to increase their learning opportunities through constant interaction with teachers, parents, peers and to provide for their active participation in the life of the community. This uniting process greatly impacts the societal development.

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Learner Diversity and Inclusive Education: A Review Literature



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Abstract

The separate teacher education programs for regular and special education do not equip teachers with an integrated knowledge of the expected roles, functions and responsibilities to meet the diversity of learning needs in the classroom. The purpose of this paper is to argue for a new paradigm for the preparation of teachers particularly in the Malaysian context. The discussion will focus on the need for teacher educators of regular and special education at all levels of teacher education to develop a "whole faculty approach" in facilitating an inclusive pre-service teacher education curriculum embedded across all discipline areas.

Key Notes: Diversity and Inclusive Education, diversity of learning, Models, Special education, learning needs, classroom.

Introduction

Inclusive education is based on the principle that schools should provide for all children regardless of any perceived difference, disability or other social, cultural and linguistic difference. The diverse needs of these learners and the quest to make schools more learning-friendly requires regular and special education teachers to consult and collaborate with one another as well as family and community in order to strategies effective teaching and learning. In Malaysia, as in other countries, the separate teacher education programs for regular and special education do not equip them with an integrated knowledge of the expected roles, functions and responsibilities to meet the diversity of learning needs in the classroom. The purpose of this paper is to argue for a new paradigm for the preparation of teachers to equip them with the attitudes, knowledge and competencies necessary to effectively cater to the diverse learning needs in the classroom. The discussion will focus on the need for restructuring the programs for teacher education and for teacher educators of regular and special education to develop a "wholefaculty approach" (Forlin, 2010) in facilitating an inclusive preservice teacher education curriculum embedded across all discipline areas.

The proposal to restructure teacher education programs is based on the assumption that if we were to address student diversity in the classroom to make schools more inclusive and learner-friendly, the traditional homogenous and separate teacher education programs are no longer feasible. This is supported in the international literature as in Great Britain, Garner (2000) expressed his concerns about "the conceptual and practical unpreparedness of many newly qualified teachers..... who are expected to form the vanguard of inclusion initiatives... ." (p.111); and Florian (2010) acknowledged ".....that separate teacher education programs have been identified as a barrier to inclusionsuggesting problems....linked to teacher education and teacher professional learning" (p.xix). Elsewhere in the United States, the imperatives for restructuring teacher education to be responsive and to meet the learning needs of a heterogeneous classroom is well documented (Goodlad 1986; Pugach 1992; Bauer et al. 2004; Blecker&Boakes 2010). In summary, in order to create a conducive and effective learning environment for all children, general and special education teachers must be responsive to all students' needs. Although inclusive education model was propagated many years ago, some educators and school systems may not be prepared or willing to implement the model in addressing student diversity in the classroom.

Models of Inclusive Teacher Preparation

Stayton and McCollum (2002), in reviewing the limited research in this area, outline three models of teacher preparation for inclusive schools: (i) the additional model, (ii) the infusion model, and (iii) the unification model. The additional model involved modifying existing courses or adding special education content in general teacher education curriculum. It is characterised by adding content primarily in the areas of characteristics of students with special needs and environmental and instructional strategies for including these children in the general education classroom. However, with the addition of special education content, it was reported that it is not sufficient to prepare teachers for students with disabilities in the general classroom (Stayton & McCollum 2002)

3. Developing a Unifying Concept

The goal of teacher education curricular reform is defining a unifying concept around which a curriculum is constructed and by agreeing on a unifying principle, teacher educators should commit to make that principle explicit in each component of the program (Pugach, 1992). As suggested by Pugach (1992) one possible unifying concept is the role and functions of teachers in addressing the issue of heterogeneity and human variance and schools as inclusive communities. Making schools inclusive to all learners and the acceptance of the nature of human variance requires a reconceptualisation of the role of teachers, the way students are taught and the role of schools in society.

- nature of child and human development
- particular disabilities and special needs
- how children learn
- what children need to learn
- teaching strategies related to particular types of difficulty
- classroom organisation and management x where to get help when necessary
- identifying and assessing difficulties
- assessing and monitoring student learning
- the legislative and policy context

Conclusion

The purpose of this article is to argue for a restructure of existing teacher education programs in respond to the need for teachers to better address the diverse learners, including students with disabilities and special needs in the general classroom. The premise of this argument is that the restructuring requires the expertise of special education and that of those aligned with curriculum and instruction (general education) will have to be blended. It must be emphasised that by blending and unifying special education content and process into pre-service general teacher preparation, does not mean the end of training of special education teachers as specialists. The knowledge bases, resources and competencies of special educators too will need to be reviewed so as to collaborate resourcefully and effectively with other professionals and parents.

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Early Diagnosis of Cerebral Palsy (CP) - Better Quality of Life



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ABSTRACT

This conceptual research paper reviews the opportunities and challenges for early diagnosis and early intervention in cerebral palsy (CP). CP describes a group of disorders of the development of movement and posture, causing activity limitation that is attributed to disturbances that occurred in the fetal or infant brain. Therefore, the paper starts with a summary of relevant information from developmental neuroscience. Most lesions underlying CP occur in the second half of gestation, when developmental activity in the brain reaches its summit. Variations in timing of the damage not only result in different lesions but also in different neuroplasticity reactions and different associated neuropathology. This turns CP into a heterogeneous entity. This may mean that the best early diagnostics and the best intervention methods may differ for various subgroups of children with CP.

The strength of synaptic connection in the brain are dependent on the amount they are used. Neuronal synaptic transmission that is used often will become more efficient, while the synaptic connections that are not used will be pruned. The exposure to different experiences and movement will influence the makeup and strength of neuronal signal in the central nervous system (CNS). Early diagnosis with therapy intervention has the potential to help a child perform movement and strength synaptic connection that would not be possible due to muscle weakness and poor motor control. Intervention should consist of repetitive movements that involve meaningful use of the upper and lower extremities.

Keywords: Neuronal Synaptic, Early Intervention, Upper and Lower Extremities. Poor motor skills, better quality of life, better chance of survival, better planning and monitoring.

INTRODUCTION:

Cerebral palsy (CP) is a common neuropsychiatric disorder with a prevalence of about 2% in high-income countries (1) and presumably higher prevalence in lower income countries (2). CP describes a group of disorders of movement and posture. Or,

according to the internationally recognized definition of Rosenbaum et al. (3), "cerebral palsy describes a group of developmental disorders of movement and posture, causing activity restrictions or disability that are attributed to disturbances occurring in the fetal or infant brain. The motor impairment may be accompanied by a seizure disorder and by impairment of sensation, cognition, communication, and/or behavior." The definition includes the notion that CP originates during early development, i.e., prenatally or relatively early postnatally. Even though the upper age limit of the postnatal time window is debated (4), CP mostly originates from an event occurring before the age of 6 months corrected age (CA).

The definition of CP highlights the diversity of neural impairments involved in CP, while simultaneously underlining the implications of the impairments for activities and participation. Nowadays, the major goal of rehabilitation services is to optimize home and community participation (5), implying that clinical management comprises all aspects of the framework of the international classification of functioning, disability and health, child and youth version [ICF-CY (6)]. As a result, clinicians working in the field of neuropsychiatry and pediatric rehabilitation need to understand topics varying from neurodevelopmental mechanisms to family function. The aim of the present paper is to briefly review and critically discuss (a) prenatal and early postnatal brain development, the effect of an early lesion of the brain, and the consequences of neurodevelopmental principles for early diagnosis and early intervention in CP, (b) tools for early diagnosis, and (c) early intervention.

Cerebral Palsy:

The term 'Cerebral Palsy' is the combination of two words 'Cerebral'- concerning to the brain and 'Palsy'- which means paralysis. Hence the meaning of term 'Cerebral Palsy' is a paralysis of brain resulting in motor posture-related disabilities; it appears in the primary development period of life. A child with cerebral palsy is characterised by delayed motor development with poor motor control. The ability of

reaching, grasping, lifting, carrying and manipulation of objects also gets affected.

Early Identification- Diagnosis:

Early identification and diagnosis can help foster stimulating environments where families, health-care, and education professionals are better prepared to support the development, inclusion, and active participation of children with disabilities. For the early identification of cerebral palsy it is essential to identify its primary characteristics feature.

Why Early diagnosis of CP is Important:

Cerebral palsy should be detected as soon as possible because:

1. Cerebral palsy specific early intervention using intense, motor learning task-specific approaches plus environmental enrichment optimizes natural plasticity and improves children's motor and cognitive outcomes.
2. Early, regular monitoring and treatment for the known musculoskeletal complications of cerebral palsy can prevent the onset of hip dislocation, scoliosis and contracture.
3. Parents experience more depression and stress when they are dissatisfied with the diagnostic process. Families prefer early diagnosis, followed by early intervention and parent-to-parent support.

Checklist for Early symptoms of C.P:

Early Identification of CP in children can be done by observing following activities of developing child-

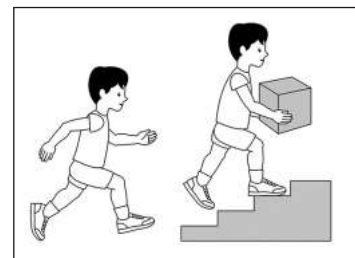
- New-born child usually shows lethargic and stubborn behaviour. If such children are held by their chests then they make the shape of a reverse U.
- Problem in breathing and delayed birth cry on birth.
- Delayed motor development e.g. delay in neck control, sitting, standing etc.
- The child is not using both the hands together and tries to use one hand only.
- Problem in sucking mother's breast for milk.
- Tightness or rigidity of the body while sitting in someone's lap, while wearing clothes and taking a bath.
- If bodies very much flexible.
- If there is excessive crying or quietude and an absence of crying and smiling.
- If the child is very drowsy and moves very slowly. The muscles of his/her face may be floppy.
- If the child drools.
- If the child has a communication problem and speaks little.
- Problem in vision and hearing.
- Very peculiar behaviour like sudden crying, smiling, laughing etc.

Checklist for Early Diagnosis

Gross Motor Function Classification System Checklist

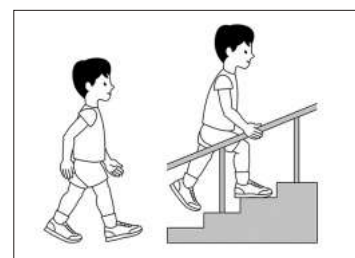
GMFCS Level I:

Children walk at home, school, outdoors and in the community. They can climb stairs without the use of a railing. Children perform gross motor skills such as running and jumping, but speed, balance and coordination are limited.



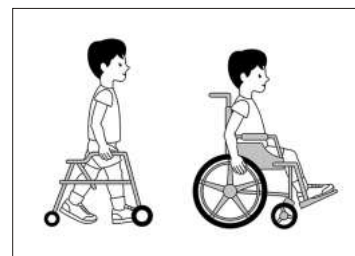
GMFCS Level II:

Children walk in most settings and climb stairs holding onto a railing. They may experience difficulty walking long distances and balancing on uneven terrain, inclines, in crowded areas or confined spaces. Children may walk with physical assistance, a handheld mobility device or used wheeled mobility over long distances. Children have only minimal ability to perform gross motor skills such as running and jumping.



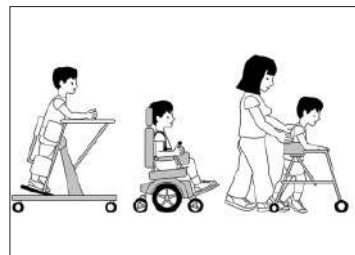
GMFCS Level III:

Children walk using a hand-held mobility device in most indoor settings. They may climb stairs holding onto a railing with supervision or assistance. Children use wheeled mobility when traveling long distances and may self-propel for shorter distances.



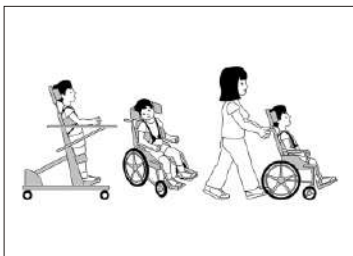
GMFCS Level IV:

Children use methods of mobility that require physical assistance or powered mobility in most settings. They may walk for short distances at home with physical assistance or use powered mobility or a body support walker when positioned. At school, outdoors and in the community children are transported in a manual wheelchair or use powered mobility.



GMFCS Level V:

Children are transported in a manual wheelchair in all settings. Children are limited in their ability to maintain antigravity head and trunk postures and control leg and arm movements.



Checklist for Diagnosis of Orthopaedic Impairment:

- Muscle Tone
- Movement Coordination and Control
- Reflexes
- Posture
- Balance
- Gross Motor Function
- Fine Motor Function
- Oral Motor Function

Checklist: Associative Conditions and Co-Mitigating Factors

- Behaviour
- Cognition
- Communication
- Developmental Delay
- Digestive Health
- Dysphagia
- Hearing
- Mobility
- Neurologic Health
- Nutrition Health
- Oral Health
- Orthopaedic Health
- Respiratory Health
- Seizure Control
- Sensory
- Skin Health
- Socialization
- Vision

Early Diagnosis of CP in children:

Soon after the identification of a problem in a child, it is necessary to start an intervention programme. If there is a delay in intervention, the bones and muscles of the child mature and facilitation of easy motor movement and postures becomes quite difficult. The intervention programme is used for children up to the age of 0-3 years. This is called a sensory motor period when the rapid development of the brain occurs. Hence the early intervention programme would be very effective for children in this age group with delayed development.

For the intervention and rehabilitation of children with cerebral palsy the following steps can be followed.

- Screening and early identification in villages as well as in rural communities.
- Referring the children to the nearest primary health centre or hospital or Disability Rehabilitation Centre.
- Making aware the community about experts and centres working in the field of early intervention.
- During the sickness the child should be given good food to keep him healthy and strong.
- Help should be provided to reach a doctor.
- If there is any problem of fever or respiratory distress then firstly the child should be carried to an emergency hospital, where sufficient resources are available for treatment.

Conclusion

Currently, prediction of CP in early infancy is best when based on multiple assessment techniques and series of assessments. In infants admitted to a NICU, the combination of neonatal imaging of the brain and GMA results in best prediction of CP. In infants who are not admitted to neonatal intensive care services, careful documentation of milestones in combination with a neurological assessment currently is the best but non-optimal way to detect infants developing CP.

Cerebral Palsy involves an insult to an infant brain that result in disordered and limited movement and posture. Although the brain damage is non-progressive, the secondary changes that occur to the infant's musculoskeletal and nervous system are progressive, and can be influenced by early experiences, Early therapy intervention can provide the infant with opportunity to practice functional movements that would otherwise not be possible due to muscle weakness and poor motor control. By practicing meaningful and effective skills in varied environments, the child will have the opportunity to acquire skills that will allow them to be more independent with Activity of Daily Living and increase their level of participation in society.

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Special Education in New Education Policy 2020



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Abstract

NEP 2020 stresses on development of Inclusive educational structure and inclusive educational culture in our school education s with the help of infrastructural support and by making required changes in curriculum transaction based on human values such as respect for all, tolerance, human rights, empathy, gender equality, inclusion and equity. It requires co-operation of all to overcome the barriers and remove different biases and stereotypes. This policy aims to promote inclusion, developing respect for diversity with the help of promoting understanding about various cultures, religions, languages, caste, gender identities etc. among children, teachers and other school functionaries. Implementation of policy will help in empowerment of all through effective way of using resources and improved governance and effective monitoring mechanism with cooperation and support from schools for the education of children with disabilities and SEDGs. The School Complexes will affect the education by bringing different changes and empowering our school education system from the view of inclusion and equity among all learners in schools, School Management Committees, teachers, students, supporting staff, parents, and local citizens are called to join hands for providing all possible support to school education.

Key Words: ECCE, SEDGs, ODL, NIOS, ISL, Divyang, CWSN, SEZs

Introduction

The new education policy stresses on providing support to all students, irrespective of their place of residence, a qualitative education system, with stress on under represented and disadvantaged groups. It proposes that education is a great equalizer and is the best tool for achieving economic and social progress, inclusion, and equality. It emphasis that initiatives must be taken to ensure that all students from such groups, despite obstacles, are provided various opportunities to excel in the educational system.

Emphasis on Early Childhood Care and Education: The Foundation of Learning:

It focuses on inclusion and equal participation of children from disadvantages groups and for disabled children in ECCE. Pre-school sections covering at least one year of early childhood care and education will be added to Kendriya Vidyalayas and other primary schools around the nation, particularly in disadvantaged areas.

Foundational Literacy and Numeracy: Pre-requisite to Learning

“The nutrition and health (including mental health) of children will be fulfilled through healthy meals and the introduction of well-trained workers, counsellors, and community involvement into the schooling system.

All school children must undergo periodic health check-ups especially for 100% immunization in schools and health cards will be issued to monitor the same.”

Special focus will be there on health monitoring of special children.

Reduction in Dropout Rates and Providing Universal Access to Education at Each Levels

To provide learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), the scope of school education will be broadened to facilitate various pathways to learning including both formal and non-formal education ways. Open and Distance Learning (ODL) programs offered by the National Institute of Open Schooling (NIOS) and State Open Schools will be expanded and strengthened for meeting the learning needs of young people in India who are not able to attend a physical school due to physical barriers or personal issues.

Curriculum and Pedagogy in Schools:

Indian Sign Language (ISL) will be standardized through out the country and National and State curriculum materials will be developed for use by students with hearing impairment. Local sign languages will also be respected and taught as well as, where possible and relevant

Role of Teachers in Special Education

"There is utmost need for additional special educators for different areas of school education. Such specialist requirements include teaching different subjects to children with disabilities/Divyang children at Primary, Middle and Secondary school level, including teaching for specific learning disabilities". Such teachers require not only subject knowledge and understanding but also the relevant skills for understanding of requirements of special children. Hence, such areas as secondary specializations for subject teachers or general teachers, during or after pre-service teacher preparation could be developed.

Overcoming Gaps and strengthening existing measures

Bridging gaps in relation to access, learning outcomes and participation of disabled children will be one of the major goals. This Policy recognizes the importance of developing mechanisms for providing Children with Special Needs (CWSN) or Divyang, the same opportunities of getting qualitative education as any other child.

Research work related to special education

Different researches would be conducted for providing effective and quality education to all children and especially those belonging to SDGs. Researches will help to throw light on **effectiveness of various provisions**, one-on-one teachers, peer tutoring, open schooling, suitable technological interventions and appropriate infrastructure to ensure access can be particularly effective for certain children with disabilities.

Special Education Zones (SEZs)

Certain geographical areas contain larger proportions of SEDGs. There are many locations that have been recognised as Aspirational Districts by the Government which require special intervention services for promoting their educational development. NEP 2020 recommends that regions of the country with large populations from educationally-disadvantaged SEDGs should be declared Special Education Zones (SEZs), where all the schemes and policies are implemented with additional efforts, in order to change their educational scenario.

RPWD Act 2016

Target Groups:

- Dwarfism cases
- Intellectual Disability
- Complete Blindness
- Low-vision students
- Locomotor Disability cases
- Leprosy Cured persons
- Hearing Impairment (deaf and hard of hearing)
- Cerebral Palsy affected
- Muscular Dystrophy
- Thalassemia affected
- Hemophilic students
- Speech and Language disability
- Sickle Cell anemia
- Acid Attack victims
- Parkinson's disease
- Multiple Sclerosis
- Mental Illness cases
- Autism Spectrum Disorder
- Specific Learning Disabilities
- Multiple Disabilities including deaf blindness
- Chronic Neurological conditions

Effective Resources and Effective Governance in School Complexes

Sharing of resources across school complexes will improve support for children with disabilities and children belonging to disadvantage section.

School complexes will provide resources for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres, wherever needed, specially for children with severe or multiple disabilities.

Schools and school complexes will work for providing all children with disabilities, accommodations and support mechanisms according to their needs and to ensure their complete participation and inclusion in the classroom.

Involvement of Counselors and Social workers for working and communicating with students, parents, schools, and teachers in order to enhance enrolment, attendance and learning outcomes of children belonging to disadvantage and disabled categories.

Major recommendations of NEP 2020

- Making building, infrastructure, campus and various facilities accessible;
- Accommodation according to the individual's

requirements;

- Equal educational opportunities to all ;
- Appropriate pedagogical measures; required modifications in the curriculum and examination pattern
- Providing education in most suitable languages, modes and means of communication
- Training professionals and staff to support inclusive education
- Establishing appropriate number of resource centres,
- Promoting research to improve learning
- Equal opportunities for sports and recreation activities
- Monitoring of participation and progress;
- Provision of scholarships to the needy
- Proper transportation facilities;
- Promoting use of appropriate augmentative & alternative modes, means formats of communication,
- Providing books, appropriate assistive devices and learning materials
- Training & employing teachers, teachers with disability, teachers qualified in sign language & Braille,
- Personalised support and other measures

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<ul style="list-style-type: none">• Behavioral therapy	<ul style="list-style-type: none">• ABA Therapy
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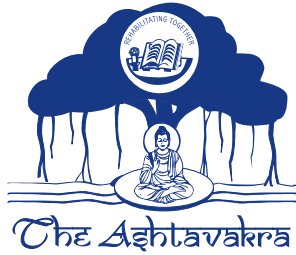
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8. Parvarish Special School, Satyam Enclave, near Mother Dairy, Jhilmil
9. Parivartan Special School, Block K-II Vasant Kunj
10. Kaalam - An Initiative Malviya Nagar
11. Asha Kiran, Home for Mentally Challenged, Department of Social Welfare, Govt. of NCT of Delhi, Rohini
12. School for Mentally Retarded Children, Department of Social Welfare, Govt. of NCT, Mayur Vihar, Phase-1
13. The New Learning Height Special School and Remedial Centre, Dwarka, Block-G Raja Puri
14. Maxwell Institute for the Special TPDDL Office B124/1 Lakhi Ram Park, Opposite Sec-22 Rohini
15. The Special School, Sec-24, Rohini
16. Manovikas Charitable Society, 60A, Swami Dayanand Marg, Radhey Puri Extn.
17. Rajkiye Sarvodaya Vidhyalaya, Roop Nagar, No. 4
18. Govt. Boys and Blind Senior Secondary School Guru Teg Bahadur Nagar
19. Govt. Senior Secondary School Blind, Kingsway Camp
20. Govt. Boys Senior Secondary School, Sarai Rohilla
21. Govt. Boys Senior Secondary School, Padam Nagar
22. Govt. Boys Senior Secondary School, Kinari Bazaar
23. Govt. Boys Senior Secondary School, Idgah Road
24. Govt. Girls Senior Secondary School, Deputy Ganj
25. Asha Kiran Complex, Sec-1, Rohini
26. GSSSBB, Sewa Kutir Complex, Kingsway Camp

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