

“DIFFERENT POLICIES ON INCLUSIVE EDUCATION: AN ANALYSIS”

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Abstract:

“Inclusive, good quality education is foundation for dynamic and equitable societies”

- Desmond Tutu

The present paper is an overview on different policies of national and international on inclusive education. It is also analysed in the table format for understanding the meaning, objectives and recommendations of inclusive. There is also a theory paper in B.Ed course entitled “Creating an inclusive school” under this paper the national and international perspectives on inclusive education has been mentioned for which trainees will come to know the above aspects of inclusive; why it is essential to study. The author has also reviewed various studies on inclusive education and found certain gaps of comparison and analytical basis for which the study has undertaken. The current study has certain objectives such as; to identify significance of national and international perspectives on inclusive education; to know the differences among the national and international perspectives and so on. Research questions were also framed followed by objectives. Secondary data were used from different sources. The same were elaborated and analysed in a systematic manner. The discussion of the study shows that there must be support from policy makers, stakeholders for the upliftment of inclusive education.

Key words: perspectives, inclusive education, SEN and educational policies

Introduction:

Inclusive education has its own history in the field of education. The National Action Plan for Inclusion in Education of Child and Youth with Disabilities (IECYD) developed by the MHRD (Nov 2005) emphasizes the inclusion of children and young persons with disability in all general educational settings from early childhood to higher education. The goal of the action plan is “to ensure the inclusion of children and youth with disabilities in available general educational settings by providing them with a learning environment that is available, accessible, affordable and appropriate.”

The centrally Sponsored Scheme of Sarva Saiksha Abhiyan (SSA) has set time bound targets for the achievement of Universal Elementary Education (UEE) by 2010 with 'Zero rejection' as its cornerstone. With this provision of this inclusion the children with disabilities in general schools at the elementary level where over 2, 00,000 children have been benefited. This sign has brought the demand for Secondary education for the children with disabilities. But the effectiveness of the provision and implementation of the program need to be. (Sandhya Sharma)

Need and significance of the study:

Inclusive education was first introduced from an international perspective at the Salamanca World Conference in 1994 in Spain which included international papers on special needs children (Ainscow & Cesar, 2006). In some countries, inclusive education is thought of as an approach to serve special educational needs children within general education settings. Internationally, however, inclusive education is seen as a system which caters for the needs of a diverse range of learners and supports diversity, effectively eliminating all forms of discrimination (UNESCO, 2008). Alur and Bach (2010) define inclusive education as the placement of all students including children with disabilities in mainstream classrooms with the necessary support given within these classrooms.

With the above statements it is clear that since time immemorial there are no such mechanisms to ensure that children with special needs should be fully included in all the aspects. As we all know, the educational conditions in the country, where our system may not fully address for the excluded groups like disabilities. So it is necessary to take up the effort of finding effective ways to ensure that people with disabilities can participate in and contribute to society in all spheres of life (Singh, 2010). In this situation, there is an urgent need for developing and implementing the better strategies to address all the issues of inclusive education. In this regard, the researcher made an attempt to take up the study.

Review of related literature:

1. **Lalitha Subramanian (2017)** explored the study on relationship between knowledge, attitudes, concerns and competency skills of regular teachers about inclusive education. The knowledge about CSEN and IE were measured using a 4 point rating scale and an informal questionnaire was specifically modified for this study. The results indicated significant correlations between knowledge and CSEN and attitudes towards disability

and teacher efficacy for inclusive practices. The findings offer insight into preparation of training programs for teachers for successful implementation of inclusive education.

2. **Elisabeta Kafia (2014)** conducted a study on teachers and parents awareness, a key factor to success of inclusive education. The responses provided clearly demonstrate that while inclusive education is not an unknown concept to most teachers, it is not properly addressed in pre-service teacher education programmes or sufficiently implemented and coordinated in in-service teacher education.
3. **Makiko Hayashi (2014)** studied a comparative analysis on the impact of inclusive education in Asia and Africa: focusing on the right to education for children with disabilities in Cambodia. The study concluded in stating that the relevance of implementing inclusive educational settings for all groups with special education needs faces numerous constraints and obstacles which address new observations and judgments both at the academic and practical fields of special needs education, especially on the right and equality of education for children with disabilities.

Operational terms defined:

1. **Perspectives:** is a view or prospect, the art of representing. The author used the term specifically to represent the views of different policies.
2. **Inclusive education:** means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.
3. **SEN:** can be elaborated as special educational needs and it refers to children with learning problems or disabilities that make it harder for them to learn than most children the same age.
4. **Educational policies:** are the principles and government policy-making in **educational** sphere, as well as the collection of laws and rules that govern the operation of **education** systems.

Objectives of the study:

1. To identify significance of national and international perspectives on inclusive education
2. To know the differences among the national and international perspectives.
3. To draw conclusion on education for all perspective.

4. To understand the importance of all the policies for inclusion.

Research questions:

1. Whether the inclusive has proved as a paradigm shift or not?
2. What is the main role of national and international policies in inclusive education?

Description of the study:

1. 1994 Salamanca Statement and Framework for Action on Special Needs Education:

The focus on educating all children in the mainstream education system received strong support at the UNESCO World Conference on Special Needs Education: Access and Quality, held in Spain in 1994.

The conference adopted the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action.

The Salamanca Statement called for a policy shift which would require all schools in the regular school system to become inclusive schools and serve all children, “particularly those with special educational needs”.

It stated that special needs education for children with disabilities and those with learning difficulties could not advance in isolation but must form part of an overall educational strategy which would call for major reform of the regular school.

This approach was seen as necessary to advance the commitment to Education for All, by ensuring that it effectively means all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

2. UNCRPD:

The main purpose is to promote, defend and reinforce the human rights of all persons with disabilities. The UNCRPD stands for United Nations Convention on the Rights of Persons with Disabilities. The convention has marked a paradigm shift in approaches to persons with disabilities. This takes to a new height from viewing persons with disabilities as ‘objects’ of charity, medical treatment and social protection towards viewing persons with disabilities as

‘subjects’ with rights, who are capable of making right decisions for their lives as an active member of the society.

3. EFA (MDG):

It stands for Education for all and millennium development goals. This led to a revolution in the education system where importance is given to the primary education, i.e. Universalizing primary education and to reduce massive illiteracy in the year 1990 at the World conference in which nearly 155 countries international representatives participated. After a decade, the international community met again in the World Education Forum in Dakar. They affirmed to achieve Education for all by the year 2015 and identified 6 measurable goals that aim to meet the learning needs of all children, youth and adults.

4. NPE-1986:

The objective to be achieved as stated in the NPE, 1986 is “to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence”.

5. PWD Act 1995:

The Act stresses the need to provide free of cost education to all children in an appropriate environment till they are 18 years old and further emphasize their right to measures like:

- Transport facilities to the students with disabilities
- Architectural barrier free Environment.
- The supply of books, uniforms and Aids & Appliances.
- The grant of scholarship to students with disabilities.
- Setting up of appropriate forum for the redressal of grievances.
- Suitable modification in the examination system.

6. NCF 2005:

National Curriculum Framework (NCF) 2005 has laid down a clear context of inclusive education. In 2005, the Ministry of Human Resource Development implemented a National Action Plan for the inclusion in education of children and youth with disabilities. Furthermore, IEDC was revised and named „Inclusive Education of the Disabled at the

Secondary Stage" (IEDSS) in 2009-10 to provide assistance for the inclusive education of the disabled children at 9 th and 10th classes.

7. SSA:

Sarva Shiksha Abhiyan (SSA) is the government's millennial Education For All (EFA) umbrella programme for all education schemes, which aims to universalize elementary education, the goals are that all children aged 6-14 including the enrolment of children with disabilities. A zero rejection policy has been adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided meaningful and quality education.

Conclusion:

It is to conclude that the society has to change through an inclusive approach. Inclusion is more than a method of educating students with disabilities. It should focus on each child's strengths regardless of his or her disabilities and see that they develop capacity to participate in the society. Community plays vital role for creating a better society for inclusive schools. The Government of India is also trying to improve its education system in focusing inclusive approach. Therefore, the study has highlighted some important initiation taken by the policies for creating and developing inclusive education.

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