

Preparing Academic Institutions for Inclusive Education for the empowerment of Children with Special Need (CWSN)

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Abstract

Inclusive education (IE) is a new approach towards educating children with a need and learning difficulties with normal children under the same roof. It brings all students together in one class room and community, irrespective of their strength and weakness in any area, and seeks to maximize the potentialities of every students. The present paper tries to provide guidelines in a generalized mode which school can follow to initiate inclusive education for children with special need within their present resources. It is suggested that school can implements inclusive education if they have will, are adequately prepared, are able to provide support to every stake holder involved in the process and have basic resources required to run the programme. The present article discusses in details the initiative to be taken on the apart of school to implements programe of inclusive education, including ways in curriculum adaptation, teaching methodology and evolution procedure that can be adapted to suit the children with special need.

Key Words: CWSN, inclusive education, disabled children, special school

Introduction

Government of India is fully committed to the realization of the goal of Universalization of Elementary Education (UEE), without including Children with Special Needs (CWSN) the objective of UEE may not be achieved. According to senses 2011, in India out of the 121 corer population about 268 corer person are disabled which is 2.21 person out the total population. It has created realization that without inclusion of children with special need in system i.e mainstream, constitutional commitment cannot be achieved and this is something which is not possible without including children with special need in regular classes with normal children.

The National Curriculum Framework for School Education (NCERT, 2000) has recommended inclusive schools for learners with special educational needs by making appropriate modifications in the content, presentation and transaction strategies, preparing teachers and developing learning friendly evaluation procedures

The National Curriculum Framework for School Education (NCFSE) (2000), brought out by the NCERT, recommended inclusive schools for all without specific reference to pupils with SEN as a way of providing quality education to all learners. According to NCFSE:

"Segregation or isolation is good neither for learners with disabilities nor for general learners without disabilities. Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices". (NCERT, 2000)

According to Salamanca world conference on special need education (UNESCO) : "... Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions." (Article 3, Salamanca Framework for Action)

"Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system." (Article 2, Salamanca Statement) Govt. of India has made efforts over five decades towards providing comprehensive range of services towards education for children of special need. In 1994, Integrated Education of Disabled Children (IEDC) scheme was introduced to insure equal opportunities to children with disabilities in general school and facilitate retention.

NEP 1886 recommended 'to integrate the handicapped with general community at all level as equal partner, to prepare them for normal growth and to enable them to face life with courage and confidence'. The rehabilitation council of India Act 1992 initiated a training programme for the development of the of professional who can understand and respond to the need of children with disability. National policy for person with disability 2006 tries to clarify the frame work under the state, civil society private sector to work in order to ensure a dignified life person with disability and support for their care taker.

Almost every country has understood the importance of inclusive education and inclusive education has become one the most dominant issue in the field of Education.

Implementation Process

1. It is a wellknown fact that, the implementing a new plan is always one of the most challenging part for the law maker of the organization. So it is very important that the authorities must be fully prepared for upcoming challenges. They should check several time all the

necessary step taken and requirements for the said plan. Before taking admission it is utmost important that school must check their capacity to handle CSWN, if they lack in resources they must cut down on the numbers of CSWN who are supposed to get admitted in the school. School must provide facilities to the CSWN who got admitted in the school, in accordance to the requirements of the respective CSWN. To execute programme the implementation process is divided into five steps namely as 1. Screening Process, 2. Intervention Procedure, 3. Framing of Curriculum, 4. Teaching Strategies, 5. Assessment

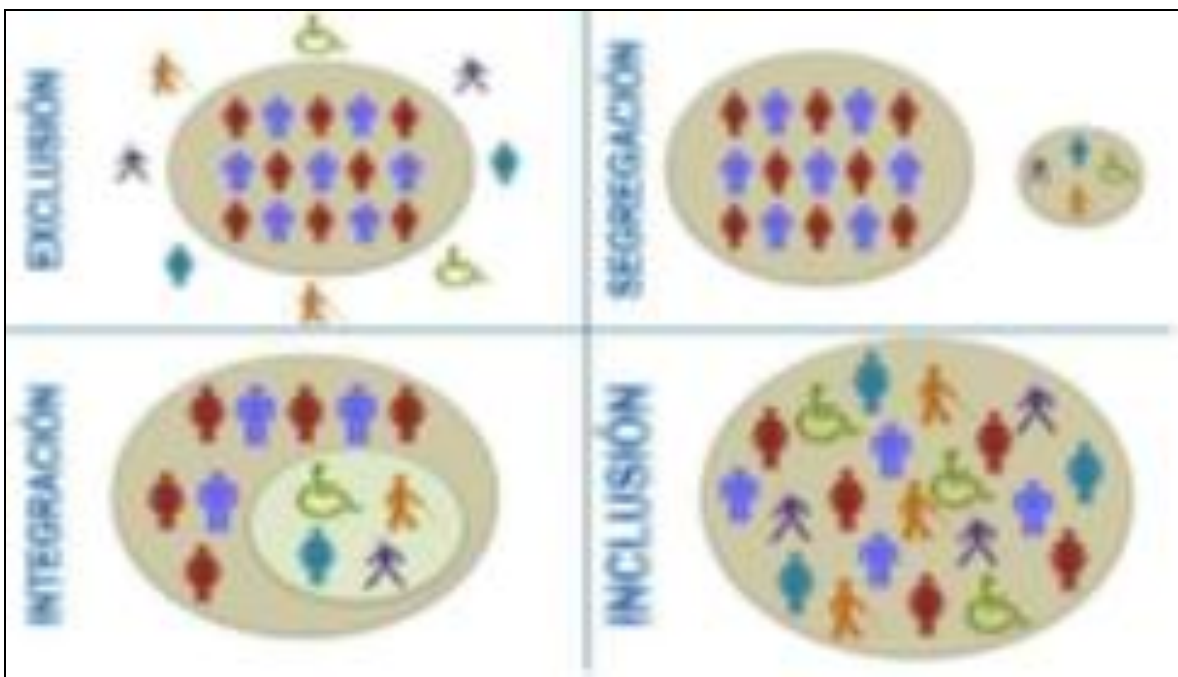
1. **Screening Process:** Screening and assessment of their learning can be done through standardized instruments of resources are available in the school. Otherwise children may be admitted on the basis of assessment documents produces by parents.
2. **Intervention Procedure:** For smooth running the programme, it is utmost necessary to check the possible difficulties hurdle and obstacles they may come in future, the institution first of all must try to overcome all the hurdle in the park of smooth operation of the programme.
3. **Framing of Curriculum:** Framing Curriculum for inclusive education students, it is 2nd most important as well as difficult stage of inclusive education implementation. However according to According to Armstrong, *et al.* (2010) [3] research evidence supports the view that curriculum adaptations made for children with special needs also work well with all the other children in the school. Hence, practices adopted for them may be extended to improve the general teaching learning environment of the whole school but as per Mukhopadhyay (2002) [12] suggested, assessing learning style of each child, duplicating, modifying without changing concept, substituting, giving similar experience and omitting, when unavoidable, are some strategies that teachers in the classroom can adopt.

From investigator point of view curriculum should be more or less same for all type of children whether he/she is normal or disabled but here need to teach the child individually as per their problem while learning.

4. **Teaching Strategies:** This is the most difficult stag of inclusive education implementation. While discussing of inclusive education, it come in our mind that normal and diabled children are sitting under more roof so it constitutionally we need to follow one teaching method but here teachers need to solve the proble of each child in the child or it would be Goal directed, individualized strategies using methods like preparing the Individualized Education Plan (IEP) are recommended. Special attention may be paid to pace of learning and the level of performance of each child in class. In general, it would be beneficial for all the children in class if strategies like problem solving, experimentation, questioning, and concentrating on areas of difficulty are encouraged rather than rote learning.
5. **Assessment:** In Inclusive education, Children with special needs are to be assessed on thire individualized abilities and progress. Assessment are to be done regularly throughout the academic session.

Conclusion

The journey to becoming an Inclusive School may be long and challenging at times, but ultimately this journey can strengthen a school community and benefit all children. "Inclusion" does not simply mean the placement of students with disabilities in general education classes. This process must incorporate fundamental change in the way a school community supports and addresses the individual needs of each child. As such, effective models of inclusive education not only benefit students with disabilities, but also create an environment in which every student, including those who do not have disabilities, has the opportunity to flourish. Here are some ways in which inclusive educational practices build a school's capacity to educate all learners effectively.



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