



How Inclusive Practices applying as New Approach in Modern Era

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Abstract

Inclusion largely depends on teachers' attitudes towards pupils with special needs and on the resources available to them. inclusion and segregation, indeed, certain difficulties may be encountered by letting children attend mainstream schools. However, considering the positive impact of inclusion, inclusion appears to be an educational system worth striving for. The

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concept of inclusion may have its own set. inclusion and segregation, indeed, certain difficulties may be encountered by letting children attend mainstream schools. However, considering the positive impact of inclusion, inclusion appears to be an educational system worth striving for such disadvantages can be resolved primarily through effective training of educators Educational systems should not be constricted to norms and established practices. Rather, education should be adapted based on the needs of the children and correct conceptualization of their disabilities.

Keywords: Inclusion, Mainstream, Disabilities, Practices, Resources

I-Introduction

Inclusive education provides opportunity for children with disabilities to be taught in a regular classroom with their normal counterparts. This approach has social advantage and parents have expressed satisfaction with the progress of their children in this direction. A number of factors such as poor planning, traditional practices and beliefs, attitudes of teachers, administrators, and students affect the implementation of inclusive education. If we are to make progress in inclusive education, and attain the development goals for children with disabilities, the issues raised and addressed in Salamanca must be revisited. A final important issue at the Inclusion practices is to improve teacher's and classroom's level is a teacher's sensitivity and skills in order to enhance significant social relations between pupils. Particularly for children with special educational needs (and their parents) meaningful interactions with non-disabled peers are of utmost



importance. The teacher should have the right attitude, but also needs a good understanding of how to develop these interactions and relationships. In summary, teachers' attitudes, available instruction time, the knowledge and skills of teachers and teaching methods and materials seem to be important prerequisites for special needs education within mainstream settings. Inclusive culture was analyzed by studying the knowledge, skills and attitudes of teachers, parents and children in accepting children with disabilities. Enrolment policies of the government were examined to identify inclusive policies. Inclusive practices included teacher training programmes showing awareness, and providing guidance in modification of materials, methodology, content and evaluation for the benefit of all children. Education of children with disabilities in India, as all over the world, has moved from segregation, special schools to integrated education. There is a national level central government sponsored scheme called Integrated Education of Disabled Children (IEDC). This project was started in 1980s and designed based on the experience gathered from a UNICEF assisted pilot project called PIED (project on integrated education of disabled children).

In line with the new policy of inclusive education, special schools begin to function more and more as resource centers. They involve in outreach programmes, where they draw on their vast experience and knowledge. They link their activities with those of the regular schools, the families, and the communities. Inclusive education services allow children with disabilities to stay with their family and to go to the nearest school, just like all other children. This circumstance is of vital importance to their personal development. Interrupting a disabled child's normal development may have far more severe consequences than the disability itself.

II- New Approach as Hope

A number of factors such as poor planning, traditional practices and beliefs, attitudes of teachers, administrators, and students affect the implementation of inclusive education. If we are to make progress in inclusive education, and attain the development goals for children with disabilities, the issues raised and addressed in Salamanca must be revisited. We therefore recommend that the various governments should:

- Give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties.



- Adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise.
- Develop demonstration projects and encourage exchanges with countries having experience with inclusive schools.
- Establish decentralized and participatory mechanisms for planning, monitoring and evaluating educational provision for children and adults with special education needs. Encourage and facilitate the participation of parents, communities and organization of persons with disabilities in the planning and decision-making processes concerning provision for special education needs.
- Invest greater effort in early identification and intervention strategies as well as in vocational aspects of inclusive education.

III- Conclusion

Inclusion largely depends on teachers' attitudes towards pupils with special needs and on the resources available to them. In quite a number of studies, the attitude of teachers towards educating pupils with special needs has been put forward as a decisive factor in making schools more inclusive. If mainstream teachers do not accept the education of these pupils as an integral part of their job, they will try to ensure that someone else (often the special teacher) takes responsibility for these pupils and will organize covert segregation in the school (e.g. the special class).

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