Designing Fundamental Elements for Inclusive Education

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ABSTRACT

In Inclusive Education system the teacher has to understand and make necessary arrangements for providing content to all variety of students like, learning disability, deaf or hard of hearing, visual, emotional, speech, orthopaedic and other common non-disabled students. There are certain things that are unique to require to specific disability, for example, A blind child and would require a writer, he dictates the answer and writer writes for the blind child and child with loco- motor disability or he/she can be given computer for writing such modifications and flexibility should be there in the learning environment in the class room. But the content would be same for all children. However, despite the importance of teachers and their pedagogies as agents of change, we should not lose sight of the 'public pedagogies' and their prodigious impact on the policymaking process.

KEYWORDS: *Designing, Elements, Inclusive Education, Fundamental*

Inclusive Education means regardless of their strengths and properties, become a natural part of the conventional school community. When a child with special requirements is brought to the main stream school and the school makes necessary adaptations according to the needs of a particular child it is called inclusive education. Before discussing about Inclusive Education it's important to know the concept of Special Education because Special Education gives a base to the Inclusive Education.

Special person is one who on account of congenital deformity, injury or disease is partially or wholly unable to pursue every day human activity. He is deficient in education or skills for undertaking any gainful profession or employment. He may be classified as a Person who is visually impaired or hearing impaired or physically handicapped or intellectually deficient.

The disability result in a variety of learning problems which require special educational arrangements by way of modified curriculum, special instructional strategies, use of special aids and equipment and specialist support for optimum learning and achievement. These arrangements for meeting the special needs constitute special education. The availability of reliable data plays a vital role for planning, developing and implementing the proposals and policies.

➤ Inclusive Education Policymaking

Inclusion has been embraced as an international policy mode and, ineluctably, it has also been subjected to the straining effects of the policy deriving process. The latter has increased the contentious and composite nature of inclusion and has furnished it a 'portmanteau word' covering a multiplicity of significances. The case of Cyprus constitutes an example of the abusive dimension of the policy-borrowing process, whereby inclusive policies have been uncritically introduced and implemented, without taking into consideration the idiomorphic contextual dynamics impacting on the policymaking process. The notion of glocalization' is an opposite term that mirrors the dialectic of the global and the local in the policy-borrowing process, whereby local cultures, language and ideological dynamics infiltrate and eventually domesticate inclusive educational policies. It is, therefore, significant to adopt a multicultural perspective and debrief the ways that the 'cultural policy' of inclusive education strategy making are played out, contested

and demonstrated within discrete socio-political contexts.

➢ Policies concerning Education of Children with Disabilities in India

A Plan of inclusion needs to be enforced in all schools and through our educational organization. The engagement of all children needs to be ascertained in all spheres of their life in and out of the school. Schools need to focus on preparing children for life and ensure that all children, particularly the differently abled, children from demoted sections, and children in difficult contexts get the utmost benefit of this vital area of education.

The constitution of India and the educational policies envisioned a perseverance and dedication to the fulfilment of UEE. The constitution denotes that free and mandatory education should be allowed for all children until they reach the age of 14 years.

The National Educational Policy of 1968 by following the commission's advices and proposal to the expansion of educational amenities for physically and mentally disabled. Children, and the development of an 'integrated programme' enabling challenged children to study in regular schools.

➢ National /Apex level Institutes set up

- In Dehradun, National Institute for the Visually Handicapped (1982),

- In Calcutta, National Institute for the Orthopedically Handicapped (1982),

- In Mumbai, Ali Yavar Jung National Institute for the Hearing Handicapped (1983),

- In Hyderabad, National Institute for the Mentally Handicapped (1984),

- In Orissa, National Institute of Rehabilitation, Training and Research (1984),

- In Delhi, Rehabilitation Council of India (1986),

- Another in Delhi, Institute for the Physically Handicapped (1976)

Majority of the educationally modernized countries like USA, Canada, UK, Australia, Finland and Norway etc., have already made essential policies by conducting enough of discussions admitting the people such as teachers, researchers, parents, politicians and special children too but above all social participation is a vital role to play in Inclusive Education

➢ Social Participation

The inclusion of pupils with special needs into regular education is an important education policy in many countries. Research has shown that broadened social chances are parent's primary purpose for their child's regular school arrangement. However, in some instances, positive contacts and friendships amongst pupils with special needs and their peers without different needs do not occur instinctively. A study of Norwegian inclusive classrooms suggests that between 20 and 25% of pupils with special needs are not socially included in their peer group, whereas for their typical peers this is only eight per cent.

One of the review study shows that an evaluation of the effects of mainstreaming on social contacts between pupils with special needs and their typical peers provides contradictory conclusions. Some studies report no effects, others report positive effects (like increase of social contacts and friendships), and whereas a few report negative effects (like increased bullying and negative interaction). A problem with assessing the social aspect of inclusion is the indistinctness of the concepts scholars use. Different constructs are adopted to describe the social conception of inclusion. Three jointure concepts, namely "social engagement", "social incorporation", and "social involvement", are used often by researchers. However, there is uncertainty about their meaning. Koster et al. made a review of literature aimed at enlightening these concepts and disclosing characteristic themes.

➢ Curriculum

The individual with disabilities extends with role of curriculum with special education students to grow. This reauthorization expected increased access to the general program for all students with disabilities. This statutory necessity and the growth of technology tolerating for specialized dispersal and engagement of instructional constituents offers opportunities and challenges for today's educationalists, especially those helping students with restrained to severe disabilities.

To engage fully with the curriculum the challenges often found in providing adapted or modified instructional curriculum for students with disabilities which frequently limits opportunities. The traditional design of curricula found in today's textbooks deals with fundamental flaw to support assorted student ability levels in lack of adjustments or system. The instructional curriculum can be altered, adjusted, modified, or scaffolded to lack of ease of the curriculum materials themselves in part due to the traditional print based format. The traditional print based format needed to meet the many diverse instructional needs of today's students is one that no longer affords the flexibility. To meet the growing diversity of student needs a digital curriculum is one that does offer teachers the tools and flexibility.

In today's standards based program currently foundisa school program offered in digital format should supply engaging activities that support and enhance academic rigor. It should also offer new and engaging instructional activities that bring to bear functional skill development often taught in self-contained classrooms. One such wayare Digital Learning Vignettes (DLV). Audio or video activities to support and enhance instruction aligned to the general curriculum will be encompass by Digital Learning Vignettes. The opportunity to gain rich insight into new instructional content through flexible forms when presented in digital format, students of all ability levels have instructional presentation using such examples as audio feedback or scaffolded text. Breaking a task into smaller more manageable parts is included in Scaffolding formats.

➤ **Students with Moderate/Severe Disabilities Access the General Curriculum**

All too often, instructional modifications are rarely made during the instructional program have revealed that even for student with mild disabilities. Lowering potentials on the learner is the main choice. Other modifications include extended time assessment formats, 1:1 assistance and alternate curriculum, etc. To lesson delivery few teachers offered altered instructional approaches. Lowering the expectations of the learner is most favoured adaptations. All students including those with moderate to severe disabilities educators should consider new approaches to curriculum presentation challenges facing teachers working with the students with learning disabilities. To increase access to the general curriculum advocate the use of universal design principles. Without sacrificing solid instructional practice or high expectations allow teachers to easily alter their delivery would flexible digital curriculum encompassing universal design principles the complex instructional needs of the student population. Afforded high expectations the same as all students should be done with students with mental disabilities. The authors noted that one boulevard of accomplishing this was through immediately requiring increased access to the general program by way of enclosure of students in states standards based improvement efforts and liability systems.

➤ **Teacher tips for Supporting Pupils with Disabilities**

Teaching Students with Auditory Deficits should be instructed as,

- Face students when speaking.
- Slow down your rate of speaking.
- Use short, one-concept statements.

- On the chalkboard or through handouts written present information.
- Orally presented to visualize material can encourage students.
- Related to ideas being presented interact opportunity with touch and materials should be provided to students.

➤ **Tips for Teaching Students with Visual Deficits**

- Keep visual information simple and uncluttered.
- Leave extra space between works, sentences, and lines when writing on the board.
- Promote students to ask for improvement of visual data.
- Inspire students to talk through steps while figuring out problems.
- Outline of papers verbally before writing have to be done by students.
- Teach reading through a phonics approach.

➤ **Teaching Tips for Intellectually Impaired**

- Never underestimate these students' abilities.
- Give lots of praise.
- Provide prompt feedback Put safety first.
- Minimize verbal teaching and express actual learning experiences.
- Limit distractions as much as possible.
- Provide peer support to all the children through collaborative teaching and learning strategies.

Policies and directions for the future: It is realized that the methods adopted so far may not be enough to achieve education for all within the next few years. Succeeding government policy should deal precisely with the question of equity. One way to accomplish this is by meeting the educational needs of deprived children. This shift in plan would require additional training services and governmental support for structure development. Local authorities can be drawn on initially.

Methods of teaching like Dialogue mode, discussion, role playing, co-operative learning, and dramatization, teaching models etc., also play an important role in inclusive education, for that teachers have to be prepared on different methodologies and build the capacities of teachers.

➤ **Conclusion**

In Inclusive Education system the teacher has to understand and make necessary arrangements for providing content to all variety of students like, learning disability, deaf or hard of hearing, visual, emotional, speech, orthopaedic and other common non-disabled students. There are certain things that are unique to require to specific disability, for

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