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A STUDYING ABOUT THE PRINCIPALS AND POLICIES ABOUT THE INCLUSIVE EDUCATION

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ABSTRACT

The focus of this research is on curricula, which include a student's whole educational experience. A pupil is prepared for every eventuality thanks to the education they get. Values like skills, performance, and attitudes are supposed to be learned via "all the learning parts which are planned and radio-controlled by the school," whether they are carried out in teams or individually, within or outside of school. The focus of this research is on curricula, which include a student's whole educational experience. A pupil is prepared for every eventuality thanks to the education they get. All values, including abilities, performance, and attitudes, are to be learned from the school, and this includes "all the learning parts which are planned and radio-controlled by the school, whether it is carried out in team or individually, inside or outside of school." The curriculum is designed so that the instructor and the student may work together to reach a common educational objective. A student's potential for growth is contingent on the specifics of their educational setting. A student's growth and development are the school's top priority, thus it is the school's responsibility to organise the many elements necessary for that growth and development to take place, such as the curriculum, teaching methods, and extracurricular activities.

Keywords: - Education, Student, Activities, Growth, Development.

I.   INTRODUCTION

As a difficult subject, Inclusive Education in the context of 'education for all' ideals is not addressed consistently in the literature. To begin, at the most fundamental level of policy, disability is considered as a spectrum of concerns spanning health, education, social welfare, employment, etc., in contrast to the health and labour markets. Therefore, there are obstacles to avoiding disjointed, unequal, and hard-to-access services in the policy formulation regarding people with disabilities. Second, Inclusive Education may be conducted in a variety of ways, with a wide range of objectives, underlying motivations, Special Education Needs (SEN) categories, and service delivery settings. Because of this, there has been a change in attention towards a new approach that emphasises inclusive education in order to advance the right to education for all people, including children with disabilities whose educational requirements are not being satisfied at the present time.

Ordinary schools should welcome children with a wide range of physical, intellectual, emotional, linguistic, and other differences

(UNICEF, 2012), as stated in the 1994 UNESCO Salamanca (Spain) Statement and Framework for Action, which reaffirmed and strengthened the principle of inclusive education. Therefore, teaching pupils with or without SEN in mainstream schools is sometimes referred to as "inclusive education" (Rafferty at al., 2001).Students with SEN should participate fully in all aspects of school life, be valued members of the school community, and be considered an intrinsic part of the school itself, as stated by Farrell (2000).

Therefore, for the purpose of education, inclusion necessitates that children with impairments be educated alongside typically developing peers. However, the type of disability must be taken into account while implementing such policies of inclusion.

Stainback and Stainback (1993 define "Inclusion" as providing all children with an equal opportunity to learn in mainstream settings. This ensures that all students have access to high-quality educational opportunities. It implies that all people are valued and cared for equally. The primary premise of the inclusion movement is that kids with disabilities belong in regular classrooms. The first rule is that kids should hang out with their peers as often as possible. Inclusion is a relatively new concept in India, and its meaning has evolved to be less normative and more outcome-focused in recent years. Proponents of inclusion believe that allowing students to attend their preferred schools would improve educational outcomes for all students but particularly those most at risk of being excluded. Inclusion is based on the premise that

students' individual strengths and interests should be taken into account when designing educational programmes and policies. The declarations of professional organisations need to be compiled and made eloquent in order to create the standard. Everyone has to maintain their physical health to ensure their existence. Education that doesn't place a premium on physical movement is very impossible to get. Its purpose is not appropriate. The human body, one of nature's most precise creations, requires constant attention to the quality and amount of centrifugal action for its continued growth and development. The term "physical" refers to a human's underlying biological structure, which reflects their strength, speed, survivability, health, and ability to carry out various tasks. Physical education, which usually means sports education, is nebulous and difficult to pin down. Most people automatically associate PE with sports instruction. Physical education, in its most basic definition, is the teaching of academic subjects via physical activity. The method differs from traditional teaching in that it relies on hard labour to get results. Kids benefit from physical education because it teaches them new skills while also encouraging them to be physically active and healthy for the rest of their life. There is widespread agreement that many students give less weight to their PE classes than they formerly did. However, the course outline has to be written in such a manner that it naturally fits into their scholastic schedule. All pupils are required to participate in regular physical education classes. The pupils participate in a wide range of physical activities. Students learn the physiological

and health advantages of engaging in regular physical exercise and how the body moves to accomplish these goals. Adopting a physically active, healthy lifestyle is as simple as engaging in regular exercise.

II. DEFINITIONS OF INCLUSIVE EDUCATION

Children with and without impairments are educated side by side in normal classrooms as part of an inclusive education programme. It's a method that tailors instruction to each student's individual strengths, weaknesses, interests, and learning styles. To ensure that all students, including those with special needs, have equal access to quality education, it is imperative that all schools adopt an inclusive philosophy.

All students, regardless of their abilities, are accepted and included in the classroom setting via the practise of "inclusive education." They are accepted and valued by their peers and the faculty and staff that work with them. Therefore, it is the responsibility of schools to include students with disabilities in regular classes. 'Inclusive' societies are those in which children with disabilities are educated alongside their typically developing classmates, with all the necessary accommodations made to ensure their academic success.

The Ministry of Human Resource Development of the Government of India defines inclusive education as "a system which aims to provide a favourable setting for achieving equal opportunities and full participation for all children with disabilities within the general educational system" (MHRD draught on inclusive education, 2003).

III. PRINCIPLES OF INCLUSIVE EDUCATION

An inclusive education is one that adheres to the idea of inclusion, which states that all members of society are created equal and have the same right to participate in and benefit from the educational system. The following are the foundational tenets of inclusive education: (South Australian Government, 2017)10.

- There should be no distinction between children of different backgrounds when it comes to educational chances,
- All children should be afforded the same educational experiences as their peers of the same age.
- That all students can learn and benefit from education.
- That the student's viewpoints be heard and treated seriously;
- That the school adapt to the needs of students rather than students adjusting to the demands of the school.
- The variety of requirements and speed of development of students are handled via a broad and flexible range of solutions,
- And those individual variations amongst students are a source of richness and diversity rather than a problem.
- It operates on the tenet of inclusiveness, which entails including everyone. As a result, neighbourhood

schools accept all children without exception.

- Classes will only be held in the neighbourhood school's general education classroom.
- By eliminating their sense of insufficiency, it aids the children in learning the skills of living and adjusting to real-world situations.
- By all means, inclusive education offers a foundation for children with a variety of requirements that are not achievable in special education schools and classes.

IV. INSTITUTIONALIZATION OF PERSONS WITH DISABILITY

Children with disabilities in India who have been abandoned or whose families are unable to care for them sometimes end up in institutions that are quite similar to orphanages. In areas where conventional medical treatment is unavailable, this is a common problem (Morrison Lynn, 2011)11. When it comes to raising children with special needs, the law mandates that parents transfer them to institutions rather than rely on their own families. In this case, the government has decided that it is its responsibility to help those with impairments. Institutions predicated on the belief that all children need to be corrected in order to function normally encouraged the development of such policies. They were institutionalised, secluded, and separated from society if they were unable to participate and achieve

the criteria of 'normal' standards while they were in school. Their requirements could not be accommodated by the school system. People with disabilities were routinely kept apart from the rest of society, and this practise of social segregation was largely accepted in many places, including India. Laws that segregated persons with disabilities into one field of work contributed to the persistent social isolation of this population as adults (Rosenthal et al., 1999).12.

As a result, special schools, initially catering to students with sensory impairments, emerged in Europe in the 15th century. The expansion of public education also gave thought to creating separate schools for other populations with disabilities. Initially, vocational training was emphasised in special schools. As a result, their lessons didn't follow the same structure as those in regular schools. In addition, many of the first educational institutions were founded by charitable private groups. It wasn't until later that the government got involved. In many parts of the world, the question of how to best ensure that all children, including those with special needs, have access to a quality public school education remains unanswered. While access to education for all children is recognised as a fundamental human right and guaranteed by law in many nations, its actual implementation varies widely. Upon achieving independence from Britain, the ancient nation of India enacted a number of protections for its disabled residents. In spite of the fact that all children in India are now required by law to attend school, millions of children with disabilities still

do not attend school at all or only go on a part-time basis (Pavan John Antony, 2013).11.

Not until the late 1950s were questions raised about the practise of classifying persons with impairments into distinct categories and then institutionalising them. Institutionalisation isolated people with disabilities from the social standards to which they belonged. As a result, it was in the Scandinavian countries—particularly Denmark and Sweden—where the idea of normalisation was born. In order to develop and/or preserve personal actions and features that are as culturally normative as feasible, normalisation is described by Wolfens Berger (1972:28)14 as the use of methods that are as culturally normative as possible. Many people at the time saw institutions as unnatural and inefficient. It took a lot of adjusting for people to be able to go from institutional settings back into the regular community. Normalisation or de-institutionalization was pursued despite the acclimatisation challenge since it was seen to be essential.

This practise continues today, with an increasing number of mentally ill people being integrated into mainstream society with the aid of appropriate services.

The term "normalisation" refers to the practise of integrating students with special needs into mainstream classrooms as much as possible. One may thus suggest that the idea of integration was inspired by the process of normalisation. However, normalisation ignored "the diversity of educational, vocational, and other opportunities that are available to people in the adult world" (Jenkinson, 1997)15 and the presence of a broad spectrum of

individual variances in society. We also need to assess the efficacy of schemes that aim to enforce a certain standard of conduct by targeting those who deviate from the norm and those who are considered abnormal. People's unique qualities seem to be disregarded in the normalisation process.

V. NATIONAL POLICIES ON INCLUSIVE EDUCATION

Although Inclusive Education has been around for a while in India, the results have been disappointing thus far. The breadth of the method has been broadening to accommodate modern requirements and comprehension. The policy of segregation in schools persisted into the 1970s.

Department for Education (later renamed Department of School Education and Literacy) was charged with the institutional responsibility for the education of children with special needs during the 1940s and 1950s, when such segregation was the norm. The responsibility for the education of children with special needs was given to the Ministry of Social Justice and Empowerment, which replaced the Ministry of Social Welfare [Nangia: 2010]. Christian missionaries established special education institutions in the 1980s as non-governmental, philanthropic initiatives (Mehta: 1982). People with disabilities have traditionally been held to the same social and economic norms as the rest of the population. Ignorance, neglect, shame, superstition, and fear are only few of the historical societal causes that have contributed to the segregation and slow growth of people with disabilities. Education for children with special needs and rehabilitation for adults who acquired

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disabilities are two examples of how disability policy has advanced through time. The standard norms of equalisation of chances for PWD: 1993] note that after receiving education and rehabilitation, people with disabilities were more engaged and instrumental in shaping the future of disability policy.

After 'inclusion' and impaired student education were included in India's National Policy on Education (NPE) and Programme of Action (POA), the country began a series of trials with inclusive classrooms. The District Primary Education Programme (DPEP) and the Sarva Shiksha Abhiyan (SSA) are two such flagship programmes that strive to attain Universalization of Elementary Education, while others, such the Project Integrated Education for the Disabled (PIED), are independent initiatives. All of these initiatives have highlighted the necessity of mainstreaming children with special needs (CWSN), placing a premium on developing individualised educational models for children with a wide range of disabilities.

The belief in the value of each and every student is at the heart of the inclusion policy. It can be just as coercive and discriminatory to try to fit all children with special needs into the mould of a special education class/special schools or any other alternative placement setting, but they have a right to be in a regular school and so try to mainstream all children into the inclusion mode.

VI. CONCLUSION

In conclusion, inclusive education is a fundamental principle that promotes equal opportunities and access to quality education for all learners, regardless of their individual abilities, backgrounds, or differences. It embodies the belief that every individual has the right to participate in mainstream educational settings and benefit from a diverse learning environment that fosters understanding, empathy, and collaboration.

Inclusive education not only benefits students with disabilities or special needs but also enriches the overall learning experience for all students. When students of diverse backgrounds and abilities learn together, they gain valuable life skills such as tolerance, acceptance, and appreciation for differences, which are crucial in creating a more inclusive and compassionate society.

Research has consistently shown that inclusive education leads to improved academic and social outcomes for students with disabilities, as well as enhanced cognitive and social development for typically developing peers. Inclusion also helps break down societal barriers and combat discrimination, contributing to building a more equitable and inclusive society.

However, implementing inclusive education successfully requires a concerted effort from educators, policymakers, parents, and the community as a whole. Adequate training and resources for teachers, accessible facilities, and adaptable curricula are essential components to ensure the success of inclusive practices in educational institutions.

Moreover, fostering a culture of acceptance and empathy in schools is equally important. Educators must adopt innovative teaching methods that cater to diverse learning styles and provide

individualized support to students with special needs. By creating an environment that celebrates diversity and promotes the unique strengths of each learner, inclusive education can flourish.

In conclusion, inclusive education is not just an educational approach but a powerful social and ethical commitment. Embracing inclusive practices benefits not only the students directly involved but also society as a whole, creating a more inclusive, compassionate, and harmonious world for future generations. By continuing to advocate for and implement inclusive education, we can build a more equitable and supportive educational landscape that empowers all learners to reach their full potential.

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