

## AWARENESS OF INCLUSIVE EDUCATION PROGRAMME

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### ABSTRACT

*In this research paper we discuss about the awareness of inclusive education programme. The disabled, poorest and marginalized children are neglected in the society. It is required appropriate interventions to ensure that the barriers to access to education encountered by certain sections of population, particularly the differently abled are overcome through well-orchestrated strategies. Equitable, inclusive and quality education identifies and attempts to eliminate barriers, promotes a sense of belonging, lays the foundation for success and better learning outcomes for all learners.*

**Keywords:** *Inclusive Education, Awareness Programme, Children with Special Needs (CwSN).*

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### Introduction

In India, the importance of giving everyone access to equitable educational opportunities is rising. Including kids with special needs in normal classes has become one of the major goals of Indian schools. Because it is founded on the idea of equity, inclusive education rejects the practice of segregation. The needs and rights of children-including their right to an education-are highlighted. It embraces every child for who they are and meets their needs by giving them the resources and assistance they require. When we talk about integration, we mean the process of integrating a learner into a school where they have never been accepted before. The term "inclusive education" goes beyond just admitting students with impairments to regular classrooms. The term "inclusive education" refers to more than just placing students with disabilities in regular classrooms; it also addresses the circumstances that allow all students to receive an excellent education.

The NEP (National Education Policy - 2020) emphasizes that, "Education is the single greatest tool for achieving social justice and equality" which has implications for development of an inclusive community. The Ministry of Education is facilitating inclusive quality school education for children with special needs through various ventures and initiatives.

### Inclusive Education Component

- Provides support for different student oriented activities which include identifying and evaluating of CwSN
- Provide aids, equipment, corrective surgery, Braille books, huge print books and uniforms
- Therapeutic services
- The development of TLM (Teaching Learning Material)
- Auxiliary tools and equipment
- Environmental construction
- Orientation program to develop positive attitude

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- Awareness of the nature and needs of CwSN
- Procurement/development of teaching materials
- Part-time training for special education teachers
- General teachers for curriculum adaptation
- Scholarships for girls with special needs

The section also highlights how Children with Special Needs can implement the Right to Free and Compulsory Education (RTE) Act 2009 for children with special needs. The Act establishes a legal framework that gives all children between the ages of 6 and 14 the right to free and compulsory admission to, attend and complete primary education. Section 3(2) of the RTE Act promotes primary education for children with disabilities. The 2012 amendment also provides that children with multiple and/or severe disabilities have the right to choose home education.

There are fifty or more children in the class. First, children with disabilities are beyond the tolerance of their teachers. Second, these students are not accepted by their non-disabled peers. Third, children with disabilities are particularly at risk in Indian settings because teachers do not know how to deal with these children. There is a clear lack of awareness among teachers.

### **Types of Schools**

There are three types of schools education in India:

- Two of them are coordinated at the national level and one of them is under the Central Board of Secondary Education (CBSE) known as Kendriya Vidyalayas (KV), headed by the central government.
- The second central system is the Indian Certificate of Secondary Education (ICSE). These are private schools.
- The third branch of school education is the Secondary School Certificate (SSC), which is administered by the state government.

Other schools in India include National Open Schools, which provide education up to the upper secondary level for children whose studies have been interrupted and unable to complete formal education, and special needs schools, which provide extracurricular education and vocational training for children with disabilities.

### **The Education System in India**

The Indian education system is structured as follows as below:

- **Pre-School:** The Montessori system is popular at the pre-school level.
- **Kindergarten:** This is divided into lower kindergarten (for 3-4 years old) and upper kindergarten (for 4-5 years old)
- **Primary School:** 1<sup>st</sup> to 5<sup>th</sup> standard (for 6-10 years old)
- **Middle School:** 5<sup>th</sup> to 8<sup>th</sup> standard (for 11-14 years old)
- **Secondary School:** 9<sup>th</sup> and 10<sup>th</sup> standard (for 14-16 years old)
- **Higher Secondary:** 11<sup>th</sup> and 12<sup>th</sup> standard (for 16-17 years old) .This is when students choose an academic area.
- **Undergraduate and Graduate:** Bachelor's degree is a 3 years degree in science, commerce and arts.
- **Postgraduate and Professional Courses:** Medical, Engineering, Law, Management and Teacher Education etc.

The National Curriculum Framework for School Education NCERT (National Council of Educational Research and Training-2000) recommends the establishment of a curriculum for learners with special educational needs by making appropriate changes in content, presentation and transaction strategies, teacher preparation and learner-friendly assessment in Inclusive schools.

India, at all levels, must promote a system that brings all learners together on a common platform. The curriculum must balance what is common to and, at the same time take into account the needs of all learners. The biggest challenge to the inclusion of children with special needs is the lack of

awareness among authorities and teachers in India. Most schools do not have an environment to make children with disabilities feel welcome. "In addition to the lack of resources and infrastructure, the current educational system does not allow individual development at their own pace. Teachers are unable to deal with children's differences, not because they want to but because of the lack of training to identify students with disabilities. This all comes from a lack of awareness.

Teacher training courses in India for teachers, multiple universities, affiliated colleges, private and open universities, teacher training courses at different levels as real classroom internship programs. There are three levels of teacher training courses:

- D.T.Ed. diploma in teacher training: it trains primary school teachers.
- B.Ed. Bachelor of Education: it trains teachers for secondary and higher education, the minimum requirement for training both courses is to pass the baccalaureate with 50% marks
- M.Ed. Master of Teacher Education: it trained teachers to teach at B.Ed. colleges the minimum educational requirement for the course is Bachelor of Education with 50% marks.

Those working in the field of teacher education believe that teacher education programs at all levels in India, D.Ed., B.Ed. & M.Ed. needs an overhaul. Teachers need to be sensitive and able to help students with diverse needs. In view of the need to trained teachers for inclusive education, the teacher training course for B.Ed. and M.Ed. The curriculum has been revised and inclusive education curriculum integrated at all levels. However, since it is still an elective course, not many people are interested in this course. This shows that the teacher seems uninterested. These include topics such as Indian Society and Primary Education, Psychology of Learning and Teaching, Educational Assessment, Educational Management and Child Psychology.

Therefore, early childhood and primary school teachers should be aware of different disabilities and inclusive education. Current primary teacher training takes little account of this awareness.

- **Inclusive Education Concept:** including the meaning, philosophy, goals, characteristics, needs and benefits of inclusive education.
- **Legal Aspects of Inclusive Education:** refers to historical perspectives, current policies, educational and financial benefits provided by law for children with disabilities.
- **Basic Information on Disability:** refers to the concepts of impairment, disability, and disorder, the types, characteristics, symptoms, and causes of disability, as well as methods and techniques for identifying disability.
- **Skills and Abilities Required for Inclusive Education:** refers to the skills and abilities required to plan and manage inclusive education, use assistive devices for learners with disabilities, and create barrier-free environments.

A large number of people with disabilities are confined to their homes and unable to receive formal education. Although there are many reasons that prevent people with disabilities from accessing education, parental awareness of people with disabilities is critical to helping people with disabilities have more inclusive access to education and integrate education into formal schooling.

However, there are still large numbers of people with disabilities who are unable to attend or drop out of mainstream schools. Parents and relatives keep most "unreached" or "marginalized" children with disabilities at home, depriving them of their rights to education, a dignified life in society, and other social, economic and political benefits. Unfortunately, they are simply not prohibited from showing their potential to the outside world and developing their skills and abilities in order to find sources of income. In order to provide equal educational opportunities to everyone, the concept of inclusive schools is becoming increasingly important. Indian schools aim to students with special needs in regular classes. However, the biggest challenge they face is the lack of awareness of inclusive education. Educators across India feel the need to create awareness among everyone about inclusive education.

It is widely acknowledged that education is the key to success in life. Individuals with disabilities should also have equal opportunities to access education, including inclusive education. Inclusive education ensures that all students, regardless of ability, are able to attend their local schools, participate in regular classes, and are supported to fully engage in all school activities. This right to education is fundamental for individuals with disabilities.

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