1. INTRODUCTION

1.1 INTRODUCTION

This chapter introduces the concept of inclusive education, the index for inclusion, need for inclusion. It also discusses the justification of the present study, statement of the problem, and operational definitions of key terms used in the research. It furthermore discusses the objectives, research questions, delimitations, and organization of the present study.

In terms of the provisions of Section 39 of the Persons with Disabilities Act, 2016 all Government educational institutions and other educational institutions receiving aid from the Government shall reserve not less than 3 per cent seats for persons with disabilities.

Now the point is whether our school is ready for this? Ideally, they should be. But how to check that schools are ready for CWSN?   How much implementation of inclusive education is there in the school? For this schools can do self-evaluation with the help of INDEX FOR INCLUSION.

INCLUSIVE EDUCATION

The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities. Therefore, all students can be full participants in their classrooms and in the local school community. Much of the movement is related to legislation that students receive their education in the least restrictive environment. This means they are with their peers without disabilities to the maximum degree possible, with general education the placement of the first choice for all students (Alquraini & Gut, 2012).

Successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include physical, cognitive, academic, social, and emotional

According to RPWD ACT 2016 "inclusive education" means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities

Need for Inclusive Education

There have been efforts internationally to include children with disabilities in the educational mainstream. In order to achieve a truly inclusive education, we need to think about and incorporate children with special needs into regular schools. Especially, because these kids face some sort of barriers to learning and participation in the classroom. As general education classrooms include more and more diverse students, teachers realize the value of accepting each student as unique. Ineffective inclusive programs, teachers adapt activities to include all students, even though their individual goals may be different. We have learned that inclusive education is a better way to help all students succeed. Researches show that most students learn and perform better when exposed to the richness of the general education curriculum. The growing body of research has shown that children do better academically when in inclusive settings and Inclusion provides opportunities to develop relationships. Some of the benefits include friendships, social skills, personal principles, comfort level with people who have special needs, and caring classroom environments.

Importance of Inclusive Education

- o The most important function inclusion is to make people feel cared for, loved, and safe.
- o In an inclusive educational setting, low-achieving students are able to get extra help even though they did not qualify for special education.
- o Classmates of students with disabilities also experience growth in social cognition, often can become more aware of the needs of others in inclusive classrooms.
- o Students with disabilities can create long-lasting friendships that would not be otherwise possible, and these friendships can give them the skills to navigate social relationships later on in life

Inclusive schools have to address the needs of all children in every community and the central and state governments have to train their teachers to manage inclusive classrooms.

8

HOW INCLUSIVE SCHOOL SHOULD BE

Without any shadow of a doubt, there are certain 'school factors' which influence students achievements like professional leadership, learning environment, high expectation, positive reinforcement, monitoring student's progress, and parent-school co-operation identified some common characteristics of inclusive schools in which committed leadership, democratic classrooms, reflective teachers, a supportive culture, engaging and relevant curriculum, and responsive instruction are worthy of detailed consideration.

1. **Committed Leadership**: People in leadership positions like principals, administrators, board members have a key role in inclusion. They can be a source of inspiration and can provide encouragement and support to teachers, educate families and communities about the school's philosophy and commitments, celebrate success, and solve problems.

2. **Democratic Classrooms**: Democratic classroom is an approach where everyone (students, teachers, staff, and family of students) is responsible, contribute, and participate in the teaching-learning process. Everyone is treated with respect and dignity; their opinion is respected and the individuals work in close cooperation.

3. **Supportive School Culture**: The inclusive school culture is 'open, accepting, and caring'. The leaders and educators take an interest in creating cultures that are enabling and welcoming, for instance, invite and implement suggestions from students, parents, and Community and give equal opportunities to all students.

4. **Engaging and Relevant Curricula:** The curriculum and instruction in inclusive schools must be appropriate to suit individual needs and learning styles to nurture each child's abilities and talents. The teachers must inform children about the diversity amongst learners and must promote cooperative learning.

5. **Responsive Instruction**: Teachers have to be flexible and must be skilled to adapt materials, lesson structures, and instructional arrangements.

HOW TO EVALUATE THE PERFORMANCE OF INCLUSIVE SCHOOLS

With the help of index for inclusion this can be possible, where schools can check how much they have worked for CWSN and how can they improve better. The 'Index for Inclusion' is a resource to support school development; it presents itself as a principled approach to developing schools and putting inclusive values into action

INDEX FOR INCLUSION

When learning or development does not take place as expected for a pupil, the established view is to look for reasons for the failure in the child. All participants of a school community can experience such barriers, not only those with an impairment. Focusing on individual categorized needs can impede the school's ability to recognize properties of their organization, choice of teaching materials, ways of communicating, etc. which can be real barriers to a learning community for students, caretakers or staff. An inclusive school aims at identifying such barriers, as well as resources to address and remove the barriers.

The approach to the evaluation and development of the school will be structured by the review framework. There are three main dimensions of developing inclusion

a. CREATING INCLUSIVE CULTURE

This dimension is about creating a collaborating and stimulating community in which everyone is valued. Inclusive values should be shared by all staff, students and parents.

b. PRODUCING INCLUSIVE POLICIES

This dimension is about securing inclusion as the basic principle of all policy and planning. All forms of support are brought together within a common framework of adapted education for all

c. EVOLVING INCLUSIVE PRACTICES

This dimension is about making school practices reflect the inclusive cultures and policies in a way that promotes learning and participation for all.

These dimensions will not only help in understanding the inclusion process through various questions and their responses but also highlight what needs to be done and how to do it.

1.2 STEPS TAKEN BY THE GOVERNMENT OF INDIA

The CABE committee Recommendations

- o Providing quality education through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnership with communities in order for children and young persons with disabilities to develop their learning and abilities.

- o Support higher and vocational education through proper implementation of existing reservation quota in all educational institutions and creation of barrier-free learning environments

- o Department of Disability and Rehabilitation Studies should be established in all universities. Specific allocations for Disability Studies are also recommended.

Recommendations of the National Focus Group on Education of Children with Special Needs

- o Mobilize special schools as resource centers that provide support to inclusive schools.

- o Develop partnerships with institutions of higher learning, governmental organizations, and NGOs to promote participation of children with disabilities in all aspects of education.

- o Reduce class size to a maximum of 30 students and a maximum of 20 in case the class includes children with SEN.

- o Make the class teacher responsible for all the children in the class. In case, special support is required on account of SEN, this should be in the form of assistance to the class teacher.

- o Regard all special teachers in a given school as full-fledged members of the school community

Convention on the Rights of Persons with Disabilities, 2007

- o States Parties recognize the right of persons with disabilities to education.
- o In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education
- o States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others.
- o States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community.

Rights of Persons with Disabilities (RPWD) Act, 2016:

- o Admit CWSN without discrimination;
- o Provide facilities for sports and recreation;
- o make building, campus and various facilities accessible;
- o provide support services to optimize their social and academic development;
- o ensure most appropriate languages, modes, and means of communication for the blind, deaf and deaf-blind individuals;
- o early identification and intervention for children with specific learning disabilities;
- o monitor participation, progress and attainment levels of children with disabilities;
- o provide transportation facilities to the children with disabilities and also the attendant of the children with disabilities having high support needs.

1.3 HISTORIC LANDMARKS

The secondary education Commission (1964-66): School will be open to all children irrespective of caste, creed, community, religion, economic sanctions or social status

National Policy on Education (NPE) (1968): Educational facilities for the physically and mentally handicapped children should be expanded and attempts should be made to develop integrated programmes enabling the handicapped children to study in regular schools

National Policy on Education (NPE), 1986: Government of India brought out a National Policy on Education in 1986, which strongly focused on Universalization of Elementary Education. It also brought out a revised policy frame in 1992 with detailed strategies to make elementary education available to all. This policy brought the fundamental issue of equality into main concern. Section 4.9 of the policy clearly focuses on the needs of the children with disabilities. It states, **"The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence"**. The following measures will be taken in this regard: some of the major concerns of this policy are:

- o   Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others;
- o   Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children;
- o   Adequate arrangements will be made to give vocational training to the disabled;
- o   Teachers 'training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children and
- o   Voluntary effort for the education of the disabled will be encouraged in every possible manner

Ramamurti Review Committee (1990): It repeated the idea of developing a common school system for securing equity and social justice in education

Sarva Shiksha Abhiyan (SSA): It was a response to the demand for quality basic education all over the country and an opportunity for promoting social justice through basic education

Comprehensive Action Plan: for including children and youth with disabilities in education in the year 2005 and planned to implement it by making use of various initiatives taken by different departments in the Ministry. The main objectives of the **Action Plan** was:

o   To ensure that no child is denied admission in mainstream education.
o   To ensure that every child would have the right to access an Aanganwadi and school and no child would be turned back on the ground of disability.
o   To ensure that mainstream and specialist training institutions serving persons with disabilities, in the government or in the non-government sector, facilitate the growth of a cadre of teachers trained to work within the principles of inclusion.
o   To facilitate access of girls with disabilities and disabled students from rural and remote areas to government hostels,
o   To provide for home-based learning for persons with severe, multiple and intellectual disability,
o   To promote distance education for those who require an individualized pace of learning,
o   To emphasize job-training and job-oriented vocational training, and
o   To promote an understanding of the paradigm shift from charity to development through a massive awareness, motivation and sensitization campaign.

National Curriculum Framework (2005): underscores the importance of participation of all children especially the children with special needs, children from marginalized sections, and children in difficult circumstances in all spheres of life, both in and outside the school

14

Convention on the Rights of Persons with Disabilities, 2007: it was an instrument to promote, protect and ensure the full and equal enjoyment of all human rights by persons with disabilities.

The Convention, under **Article 24** ensures that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability

Right of Children to Free and Compulsory Education Act, 2009: provides for free and compulsory education to all children of the age of six to fourteen years, including the children with disabilities.

Rights of Persons with Disabilities (RPWD) Act, 2016: The act is a based on the assumption that disability is an integral part of human diversity; therefore, the act is a powerful legal instrument to include PwD in socio-cultural, economic and political life of the community by removing physical and attitudinal barriers. It shows our resolve to serve the most un-served, unseen and marginalized section of the society

Chapter-III of the act is devoted to educational provisions for children with disabilities. Section 16 of the chapter provides that all the recognized educational institutions including private schools provide inclusive education to the children with disabilities.

1.4 PURPOSE OF STUDY

The government has made many policies concerning inclusive education in school for the last 2 decades. After all the efforts, can we say that our schools are ready for providing education in an inclusive setting? Are our students and staff getting the benefits of inclusive education? Do schools know that what they have done for inclusive education and what they still have to do.

1.5 STATEMENT OF PROBLEM

A STUDY OF THE IMPLEMENTATION OF INCLUSIVE SETTINGS IN KENDRIYA VIDYALAYA.

DEFINATION OF TERMS

INCLUSION: Inclusion means that all people, regardless of their abilities, disabilities, or health care needs, have the right to Be respected and appreciated as valuable members of their communities. Participate in recreational activities in neighborhood settings.

INCLUSIVE EDUCATION: Inclusive education means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

INDEX FOR INCLUSION: The *Index for Inclusion* is a set of materials to guide schools through a process of inclusive school development. It is about **building supportive communities and fostering high achievement** for all staff and students.

CULTURE: It is about creating a collaborating and stimulating community in which everyone is valued

POLICY: It is about securing inclusion as the basic principle of all policy and planning. All forms of support are brought together within a common framework of adapted education for all

PRACTICE: It is about making school practices reflect the inclusive cultures and policies in a way that promotes learning and participation for all.

1.6 RESEARCH QUESTION
- o DOES STUDENTS ARE HAVING INCLUSIVE SETTING ENVIRONMENT?
- o DOES SCHOOL IS CREATING INCLUSIVE CULTURE, PRODUCING INCLUSIVE POLICIES, AND EVOLVING INCLUSIVE PRACTICES?
- o DOES SCHOOL HAVE BARRIER FREE INFRASTRUCTURE?

1.7 RESEARCH OBJECTIVES

a. To Study the implementation of inclusive settings in school with the help of an index for inclusion.

b. To Study the awareness of students about inclusive education.

c. To study how effective an inclusive culture is created in school.

d. To study how school, evolve inclusive practices and produce inclusive policies

DELIMITATIONS

o The study is delimited to one of the Kendriya Vidyalaya.

o The study is delimited to 200 students.

o The study is based on the understanding of student's perception and researcher observations.