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Research Tracks

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MODELS, PRINCIPLES, AND RECOMMENDATIONS FOR PROMOTING INCLUSIVE EDUCATIONAL PRACTICES

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ABSTRACT

As education is a fundamental right for all, enshrined in the Universal Declaration of Human Rights, and protected through various international conventions, this is a very serious problem. The philosophy of inclusion is not new to India. Inclusive education means education of all children, with and without disabilities together in regular schools. It is an attempt to meet the unique needs of every child in a regular school setting where all children, including those with disability, try to participate in all facets of school life. Although the concept of inclusive education has been promoted internationally for more than a decade, multiple barriers remain to the full participation of children with disabilities in education. Inclusive Education in the context of the goals of Education for All is a complex issue, and no coherent approach is evident in the literature. This paper refers about the meaning concept and models of inclusive education for children with disabilities. With these instructional adaptations, accommodations, training to teachers, collaborative consultation, team models, principles and challenges of inclusive education for the betterment of progress. The goal is to provide to reach accommodating and personalized education for all students within the context of a general educational classroom. The need of the hour is to develop a universal design of learning which makes learning joyful for all children.

Keywords: *Models, Principles, Recommendations, Promoting, Inclusive, Educational Practices.*

Introduction

The special need education has come into the place of special education. It means that the children with special educational needs must have access to regular schools which should accommodate them within child cantered pedagogy capable of meeting needs. SSA is launched to achieve the goals of Universalization of Elementary Education. A zero rejection policy has been adopted under SSA which ensures that every Child with Special Needs (CWSN) irrespective of the kind, category and degree of disability, is provided meaningful and quality education. There are certain principles are to be followed to promote quality in Inclusive education system. Principles are such as; Principles of Responding of Learner's Voices, Principle of Active Participation of Learners, Principle of positive Teacher's Attitude, Principle of Effective Teacher Skills and Principle of Visionary Schools Leadership. The goal is to provide accommodating and personalized education for all students within the context of a general educational classroom. The need of the hour is to develop a universal design of learning which makes learning joyful for all children.

Concept of Inclusive Education

An inclusive educational system is one where all students belong and are given equal opportunity to learn, no matter what their differences. This does not mean that all students will be placed in the regular classrooms all the time, but it means that their educational needs must be met no matter where they are placed. In order to bring this about, classroom teachers will require supports from a variety of educational professionals such as Reading Specialists, Schools Psychologists, Speech Language Pathologists, Occupational Therapists, School Counsellors', Classroom Teachers and Family School Lesion.

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