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Q, No. Unit– I (1):-

Write the meaning and definition of Inclusion in Education.

Ans. To the Q. No. Unit – I (1):-

Title: - 'The meaning and definition of Inclusion in Education.'

Introduction:-

In the paper – 11, i.e. 'Inclusion on Education' I got the assignment topic 'The meaning and definition of Inclusion in Education'.

An individual is born in the world to live the life when he is born, he has with him just the physical size. It is the education which help the individual to lead a full and worth full life. Education helps the individual to require knowledge, experiences and to develop skills, habits, attitude, with the help of which the individual can realize his self. The aim of education is to develop the 'whole' of the children.

An inclusive society is one where everyone is valued, respected, accepted and given equal opportunities. It is a society of no discrimination, differentiation on the basis of gender, race, caste, class or disability school is the miniature society. To reach at its at most goal, school should also form an inclusive society. Because education in the regular school system is one of the fundamental elements for all students.

Now, I am going to discuss about the meaning and definition of Inclusion in Education.

Main Discussion:-

The meaning and Definition of Inclusion in Education:-

Meaning of Inclusion:-

Inclusion means 'including all' The dictionary meaning of Inclusion is – 'to take in' or 'consider', or 'to embrace'. Inclusion is about membership and belongingness. Inclusion is not about a place, it is a process of change, not a product or final place. It is the opposite of exclusion, discrimination. An inclusive society is one where everyone is valued, respected, accepted and given equal opportunities. Thus, Inclusion is not about disability nor it is only about school or institution. It is about social justice.

Inclusion in the context of Education:-

Inclusion in the context of education means the quality education ensuring all children's needs are met in the classroom Inclusion in Education refers is the placement and education of children with diverse needs in regular classrooms with the children of the same age who do not have such kinds of needs.

Inclusion in education is restructuring schools as the common place for all children where they can learn together without any discrimination. It secures opportunities for the students with disabilities to spend time and learn alongside their non-disabled peers in a general education classrooms. Thus, inclusive practices is about all children experiencing

quality education with the peers. The ultimate goal for inclusion in education is to create a 'unified school system that serves all students together.

Main features of inclusion in education:-

- (i) Inclusion in education is an approach towards bringing all children together in a common educational community.
- (ii) Inclusion in education is an effort to ensuring that all students gain access to knowledge skills and information needed for their all-round development.
- (iii) In-elusion in education leads to a sense of belonging of the students within the classroom community.
- (iv) Inclusion in education is a means or way of realizing the goal of equality of educational opportunity.
- (v) Inclusion in education is about social reform to acknowledge the right of children to quality education.

Thus inclusion in education is an approach towards quality education with collective Membership to the students in educational society.

Definition of Inclusion in Education:-

Inclusion is the opposite of exclusion. It is an act of taking in as part of a whole Inclusion in education is an approach to welcome the children with disability in the educational society irrespective of their varying needs. Therefore it is very difficult to find out universal definition of inclusion in education.

Christensen (1992) defined that rather than few students being seen to have 'special needs' inclusion must regard all students need as part of the fabric of human experience. Thus, Inclusion is positioned as relevant for all excluded groups of learners affected by issues as poverty war, neglect or social stratification.

Booth (1996) refer to inclusion as a process of increasing participation and reducing exclusion within schools.

Main streaming is a related term within inclusion in education.

Rogers (1993): Mainstreaming has generally been used to refer to the selective placement of special education student in one or more 'regular' education classes.

Crawford and Porter (2004):

Inclusion in education can be defined as educational arrangement in which teachers have the instructional and other support to foster the participation of all learn in socially valuing relationship with diverse peers and adults.

Conclusion:-

In this assignment. I had discussed about the meaning and definition of Inclusion in Education Inclusion in education is an approach towards bringing all children together in a common educational community.

Thus we can concluded as an inclusive society is one where everyone is valued, respected, accepted and given equal opportunities. It is a society of no discrimination, differentiation on the basis of gender, race, caste, class or disability Education in the regular school system is one of the fundamental elements for all the students.

Reference:-

- (i) Mahatma, Dr. N. N. Borah, H.N. and Adhikary, A (2019), Inclusion in Education. Panbazar, Guwahati: Mani Manik Prakash.
- (ii) [https ://www.specialeducationguide.com/pre-k-12/inclusion/](https://www.specialeducationguide.com/pre-k-12/inclusion/)

Q. No. Unit – I (2):-

Discuss the provision associated with inclusion of children in education from schedule caste and schedule Tribes group.

Ans. To the Q. No. Unit – I (2):-

Title: - 'The provision associated with inclusion of children in education from schedule Caste and Schedule Tribes Group'.

Introduction:-

In the Paper – 11, i.e. 'Inclusion in Education'. I got the assignment topic. 'The Provision associated with inclusion of children in education from Schedule Caste and Schedule Tribes Groups.' Before going to discuss about this topic, first of all I want to explain the true meaning of Inclusion in Education.

Inclusion in education is an approach towards bringing all children together in a common educational community. It is also an approach towards quality education with collective membership to the students in educational society Inclusion in education is a means or way of realizing the goal of equality of educational opportunities Inclusion in education is for these group of people who are deprived of getting education in general setting.

Now, I am going to discuss about the provision of associated with inclusion of children in education from schedule Caste and Schedule Tribes Groups.

Main Discussion:-

The provision associated with inclusion of children in education from Schedule Caste and Schedule Tribes Group:-

Inclusion in education is an approach towards meeting the goal of equality of opportunities in education Schedule Caste and Schedule tribes are the unprivileged section. These are often treated as the 'Backward classes'. The children belonging to schedule cast (SC) and Schedule Tribes (ST) have been subjected to racial or ethnic prejudice or cultural bias within the society.

They are backward section of the society. The children belonging to these groups show poor academic performance of high dropout rates and other learning disabilities. Moreover, they have adjustment problems.

Article 15(4) provides special provision for the advancement of any socially and educationally backward classes including SC and ST. Moreover, free education, free distribution of books, stationery, uniform etc. giving scholarship, banking loan facilities, providing mid-day meal, arranging for free boarding and lodging facilities, reserving seats for SC and STs in all the government.

The Provision associated with inclusion of children in education from Schedule Caste:-

The children belonging to SC/ST, need special focus and strategies which is possible through inclusive approach. Inclusion in education for these children can plan for integrate access and quality informed by the principle of equity.

Inclusion of children from society disadvantaged section schedule caste in education is possibly by –

- (i) Provision of adequate infrastructure for school education will concentration to SC population.
- (ii) Establishment of norms of behavior within the school for all the members specially for the teachers and students.
- (iii) Encouragement of co-curricular activities like sports music, drama which can break the social barriers between socially disadvantaged children (SC) and the non-disadvantaged one.
- (iv) Opening up schools or centre of education in the SC concentrated neighborhood.
- (v) Provision of monitoring the attendance and retention of children specially the SC regularly.
- (vi) Provision of scholarship for the schedule caste students.
- (vii) Provision of special facility like residential schools or transport for the schedule caste students.
- (viii) Provision of free textbooks, uniform awards for these children.
- (ix) Provisions of interventions for specific categories of deprived children belonging to schedule caste community living in difficult circumstances.
- (x) Provision of reservation in private unaided schools or aided school for the children belonging to some disadvantaged section like SC.

These are all about the provision associated with inclusion of children in education from Schedule Caste.

The provision associated with inclusion of children in education from Schedule Tribes group:-

Helping the children from socially disadvantaged section like schedule Tribes to access the educational facilities equally through the 'Inclusion approach', it is essential to know their problem, which concentrate mostly with their language.

The Provision for inclusion of children in education from schedule Tribes are:-

- (i) Establishment of schools/residential school/ashrams in adequate numbers in the small habitation of remote or hilly areas.
- (ii) Provision of scholarship for the scheduled Tribe students.
- (iii) Establishment of resource centers in the regular school for providing academic and other technical support for education in the tribal areas.
- (iv) Provision for training of teachers in multilingual education.
- (v) Encouragement of co-curricular activities and participation of the students from ST community equally with other non-disadvantaged child.

- (vi) Provision for special training for non-tribal teacher to work in tribal area schools including the tribal culture and knowledge.
- (vii) Provision for celebration of tribal festivals in the schools.
- (viii) Expansion of hostel and other facilities to access the middle and higher level of education for the ST children.
- (ix) Establishment of special norms within the schools for the teachers and the students so that the ST students are not segregated from the non tribes.
- (x) Provision for timely redressal of instances of discrimination of ST children at the schools by the non-tribes or non-disadvantaged.

Conclusion:-

In this assignment. I had discussed about the provision associated with inclusion of children in education from schedule caste and schedule Tribes groups.

Thus, we can concluded as Inclusion in education is an approach towards meeting the goal of equality of opportunity in education. They are backward section of the society. We can rightly say that inclusion of children belonging to socially disadvantaged section like SC/ST can eradicate their cultural and status deprivation in the field of education which adversely effect their learning efficiency.

Reference:-

Mahatma, Dr. N. N. Borah, H.N. and Adhikary, A (2019), Inclusion in Education. Panbazar, Guwahati: Mani Manik Prakash.

Q. No. Unit – I (3):-

Discuss the provisions associated with inclusion of children in education from educationally backward group. Children from rural and slums areas and other marginalized group.

Ans. To the Q. No. Unit – I (3):-

Title :- ‘The provision associated with inclusion of children in education from educationally backward group, children from rural and slums areas and other marginalized group.’

Introduction:-

In the Paper – 11, i.e. ‘Inclusion in Education.’ I got the assignment topic, ‘The provision associated with inclusion of children in educationally backward group. Children from rural and slums areas and other marginalized group’. Before going to discuss about this topic first of all. I want to explain the true meaning of ‘Inclusion in Education’.

Inclusion in education is an approach towards bringing all children together in a common educational community. It is also an approach towards quality education with collective membership to the students in educational society. Inclusion in education is a means or way of realizing the goal of equality of educational opportunity. Inclusion in education is for these group of people who are deprived of getting education in general settings. Now, I am going to discuss the topic in detailed.

Main Discussion:-

The provision associated with inclusion of children in education from educationally backward group, children from rural and slums areas and other marginalized group :-

Inclusion in education is an approach towards meeting the goal of equality of opportunities in education. These are the unprivileged section and often treated as the ‘Backward Classes’. These have been subjected to racial or ethnic prejudice or cultural bias within the society.

They are backward section of the society. The children belonging to these groups show poor academic performance of high dropout rates and other learning disabilities. Moreover, they have adjustment problems.

The Provision associated with inclusion of children in education from educationally backward group:-

Another group or section who are also considered as culturally or educationally backward or disadvantaged is the OBC. ‘Other backward classes’. In the Indian constitution OBC are described as ‘Socially and educationally backward classes.’ The government of India have taken special initiatives for the educational and socio-cultural upliftment of this educationally backward group.

Inclusion of these group of children in education will help them to access, explore the educational opportunity with equity and dignity. Inclusion in education will help the children belonging to educationally backward section:-

- (i) It prevents from being subjected to unfair treatment and discrimination on account of their social and educational backwardness.
- (ii) Provision of well-equipped school with all the facilities where they get the opportunity to learn equally.
- (iii) Provision of meeting the educational needs irrespective of their low socio-educational status on backwardness in education.
- (iv) It access the educational programmes without restriction an account of their educational backwardness.
- (v) It ensures quality education together with non-disadvantaged
- (vi) It access the resources and opportunities of the educational institution irrespective of their educational backwardness.
- (vii) It address their cultural and educational deprivation.
- (viii) Provision of getting proper safeguard against educational disadvantages.
- (ix) Provision of removing the handicapness and frustration in terms of achievement in education.
- (x) It ensures full participation in education irrespective of their backwardness.

Thus we can say inclusion of the children from educationally backward section, in education is the means of removing the 'stigma' of backwardness.

The Provision associated with inclusion of children in education from rural and slum areas:-

Inclusion in education is an approach which covers up all children under the Umbrella of education. It tries to meet the goal of equal opportunity of education. Education is a fundamental right. It is a birth right of every children. Irrespective of caste, creed, location, gender the constitution of India has guaranteed the right of education to the children upto a determined age.

These children are those group of children who are excluded from the school. Inclusion in education aims at including these out of school students. Inclusion in education approach helps these children to cater their educational goals.

These children can be included in education through appropriate strategies and measures:-

- (i) Provision of ensuring the education of these children in the neighborhood school.
- (ii) Engagement of NGO's to identify such children and encourage to back to schools.
- (iii) Provision of establishing hostels or residential schools in adequate members in such areas.
- (iv) Organization and establishment of community based group that have link within such communities and help in identifying such excluded children.
- (v) Encouragement of representation of children from such community in the schools.
- (vi) Provision of forming forums or agencies or support groups of such children.
- (vii) Recruitment of more number of teachers in the schools located in such areas.
- (viii) Provision of textbooks uniform for such children.

- (ix) Provision of inclusive sports, cultural programmes in the schools.
- (x) Incorporation of inclusive classroom practices in the classroom by the teachers.

These are all about the provision of associating in inclusion of children in education from rural and slums areas of students.

The Provision associated with children of inclusion in education from other marginalized group:-

Marginalization is a process whereby something or someone is pushed to the edge of a group and they are accorded lesser importance. It happens when a group is separated and activity excluded from the rest of the society people who are marginalized are very likely to be subject to multiple layers of discrimination that is why they belong to more than one marginalized group. They are also called vulnerable group. There are some other marginalized children who are to be included in education to help them to access to the educational facilities they are:-

(A) Migrant Children :-

The children of the parents working in brick kilns. Agriculture, sugarcane harvesting, construction, stone quarrying. Salt pans etc. suffer from the problem of migration which adversely affects their education. Inclusion in education for these children aims at bringing them to the regular schools in the place where they stay or to where they seasonally migrate. These children can be brought to the regular school with an inclusive approach –

- (i) Establishment of seasonal hostels or residential camps to retain children in the school during the period of migration.
- (ii) Providing transportation facility to and from the school in the vicinity of the worksite.
- (iii) Establishing schools in the worksite or at the location where migrant families are engaged in work.
- (iv) Providing migration card to enable continuity in their education before during and after the migration.
- (v) Engaging NGO's to identify the migrant's children.
- (vi) Providing appropriate textbooks, uniforms to such children.
- (vii) Appointing trained teachers who can teach the children in the language in which they have been receiving education in various location.

(B) Children affected by HIV/AIDS :-

We found many children who are affected by the HIV and AIDS. The outcome are more severe. Such children are excluded among excluded. There may be various reason of affection of this epidemic. Both children and adolescents are sharing burden of the global HIV epidemic HIV protection and prevention programme can tackle the issue suffering from such children in ensuring their rights wither society. Thus includes the right to education, contraception, involvement in HIV programme safety from violence, gender equality and a lack of stigma.

(C) Street children:-

Another excluded group of children are the street children street children fall through the gaps in the safety net of society. Poverty and family background have always been associated with street children but it is true that neither all poor children take to the street, nor all street children are orphans or abandoned. Most of the families of street children have experienced persistent discrimination, poverty and social exclusion with societies where inequalities are high and growing. They are most excluded children from education.

(D) Abused children:-

Once another group of marginalized children is the group of abused children who are generally excluded children are rarely subject to one form of abuse at a time child abuse and neglect occurs in a range of situation for a range of reasons. Children may suffer from different forms of abused, emotional abuse, physical abuse, sexual abuse, family violence. Among these from sexual abuse have always been adversely affecting the children. The children suffering from such form of abuse are termed as abused children.

(E) Child Labourers:-

One more group which is noticeably excluded from the educational facilities is child laborer. Generally child labour which is a very significant issue of present day context refers to employment of children in any work that deprives children of their children interference with their ability to attend regular school and that is mentally, physically, socially and morally dangerous and harmful. It advocates some innovative activities for supplementing mainstream intervention to promote inclusion in education for children:--

- (i) Making school safe zones by providing adequate security and emotional support to enable such children to come to school and continue their education undisturbed.
- (ii) Making alternative educational arrangement for such affected children to continue their education.
- (iii) Making arrangement of residential schooling facilities for such children.
- (iv) Making arrangement of transportation to safe schools to children from the affected areas.
- (v) Encouraging collaboration with government agencies. NGO's and community for ensuring educational provision for such children.
- (vi) Building a congenial learning environment inside and outside the school for such children.

Conclusion:-

In this assignment, I had discussed with inclusion of children in education from educationally backward group, children from rural and slum areas and other marginalized group.

Every child has the right to education on the basis of equality of opportunity from such excluded group are being marginalized against their right to education Inclusion approach of education can remove such barrier. Thus, we can concluded as this will included working to support parents in order that they can support their children's access to education and creating inclusive learning environments in which all children learn together.

Reference:-

- (i) Mahatma, Dr. N. N. Borah, H.N. and Adhikary, A (2019), Inclusion in Education. Panbazar, Guwahati: Mani Manik Prakash.

Q. No. Unit – I (4):-

Discuss the provision associated with inclusion of children in education from minorities and girl children.

Ans. to the Q. Unit – I (4):-

Title: - 'The provision associated with inclusion of children in education from minorities and girl children.'

Introduction:-

In the Paper – 11, i.e. 'Inclusion in Education'. I got the assignment topic. 'The provision associated with inclusion of children in education from minorities and girl children'. Before going to discuss about this topic, first of all I want to explain the true meaning of 'Inclusion in Education.'

Inclusion in education is an approach towards brining all children together in a common educational community. It is also an approach towards quality education with collective membership to the students in educational society Inclusion in education is a means or way of realizing the goal of equality of educational opportunity Inclusion in education is for these group of people who are deprived of getting education in general setting.

Now, I am going to discuss about this assignment topic in detailed.

Main Discussion:-

The provision associated with inclusion of children in education from minorities and girls children:-

Inclusion in education is an approach towards meeting the goal of equality of opportunity in education. These are the unprivileged section and after treated as the 'Backward classes'. These have been subjected to racial or ethnic prejudice or cultural bias within the society.

They are backward section of the society. The children belonging to these groups show poor academic performance of high dropout rates and other learning disabilities moreover, they have adjustment problem.

The provision associated with inclusion of children in education from minorities:-

By the term 'minority' we mean the people of smaller number in comparison of the entire society. A minority is an ethnic, racial, religion or other group having a distinctive presence within a larger society.

The article 30 of constitution guarantee the minorities certain cultural and educational rights to establish and administer educational institutions of their choice whether based on religion or language.

The Article 30 states that 'All minorities whether based on religion to establish and administer educational institution of their choice.'

Again Article 30 (2) states that 'The state shall not in granting aid to educational institution, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

Moreover, the government has launched different educational schemes for the upgradation of these group of people. The government is committed to address the existing backwardness in education of minorities, especially the Muslims, constituting the major chunk of the minorities for children above 17 years, the educational attainment of Muslim at matriculation is 17% as against the national average at 80%. Only 50% of Muslim who complete middle school are likely to complete secondary education, compared to 62% at national level.

Thus it means that school must become inclusive so that these children can address their disadvantages and diversity in education inclusion of these children in education is the cry need to remove their discrimination in education.

Inclusion of children belonging to minority in education is possibly by:-

- (i) Understanding the educational needs of the minority people.
- (ii) Opening of schools in Muslim concentrated neighborhood schools.
- (iii) Providing the option of leaning 'Urdu' as a second language in the regular school.
- (iv) Celebrating the Muslim festivals in the schools side by side the other festivals of the regular schools.
- (v) Providing scholarship to the students belonging to the religious or linguistic minorities.
- (vi) Providing Maktab / Madrasas to serve as institution for providing bridge education for mainstreaming of children into regular schools.
- (vii) Encouraging the discussion of Muslim cultural and religious practices with the help of community member.
- (viii) Opening up girls schools in Muslim concentrated neighborhoods.
- (ix) Encouraging the training of teachers in multilingual education.
- (x) Provision of solving the general issues of discrimination in the educational situation.

The provision associated with inclusion of children in education from girl's children:-

Education of the girl's always remain the attraction of issue Gender disparities exists across large parts of the country in the field of education Inclusion of woman/girl in school or education therefore occupies an important place.

Late Pt. Jawaharlal Nehru rightly stressed on the education of Women by saying, 'Education of boy is the Education of one person but education of girl's is the education of the entire family.'

The constitution gives special educational measures to the women. The Article 15 (1) provides that the state shall not discriminate any citizen on ground only of sex. This article

provides special importance on the education of the women. Article 15 (3) the state can make special provision for education of women and girl children.

SSA acknowledges that reaching out to the girl child is central to the efforts to universalize elementary education The POA (1986/98) which have been in favour of empowering women through education.

Following measure or interventions make inclusion of girl's in education possible:-

- (i) Provision of transport for the girl's children.
- (ii) Special escorts for the girl's children.
- (iii) Special counseling programme that negotiate domestic work burdens of the girl's.
- (iv) Provision of gender training programme for the teachers for making classroom practices more gender sensitive.
- (v) Setting up of residential schools for girl's with all types of facilities.
- (vi) Recruitment of more number of women teachers in the schools.
- (vii) Provision of security to deal with the forms of gender bias in the schools for girl's students as well as the female teachers.
- (viii) Encouragement of the participation of the parents specially the mother parents in the school.
- (ix) Forming of forums of female teachers.
- (x) Provision of reservation for girl's in education.

Conclusion:-

In this assignment, I had discussed about the provisions associated with inclusion of children in education from minorities and girl's children.

Thus, we can concluded as Every child has the right to education on the basis of equality of opportunity children from such excluded group are particularly at risk of being marginalized against their right to education Inclusion approach of education can remove such barrier. This will include working to support parents and also can support their children's access to education. This will create inclusion learning environments in which all children learn together.

Reference:-

- (i) Mahatma, Dr. N. N. Borah, H.N. and Adhikary, A (2019), Inclusion in Education. Panbazar, Guwahati: Mani Manik Prakash.

Q. No. Unit – I (5):-

How inclusion in education helps children with diverse needs?

Ans. To the Q. No, Unit – I (5):-

Title: - 'How inclusion in education helps children with diverse needs?'

Introduction:-

In the paper – 11 i.e. 'Inclusion in Education' I got the assignment topic 'How inclusion in education helps children with diverse needs' Before going to discuss about this topic, first of all I want to explain the true meaning of Inclusion in Education.

Inclusion in education is an approach towards bringing all children together in a common educational community It is also an approach towards quality education with collective membership to the students in educational society. Inclusion in education is a means or way of realizing the goal of equality of educational opportunities. Inclusion in education is for these group of people who are deprived of getting education in general setting.

An inclusive society is one where everyone is valued respected, accepted and given equal opportunities. Because education in the regular school system is one of the fundamental elements for all students.

Now, I am going to discuss about this assignment topic in detailed.

Main Discussion:-

'How inclusion in education helps children with diverse needs:-

The new philosophy of inclusion or integration emphasized on educating the exceptional children with their non-exceptional peer rather than segregating them on account of exceptionally on the basis of the old principle of segregation. It is in tune with the equality of educational opportunity for all children irrespective of their age, caste, gender and disabilities. It is not only helps the children to meet their educational needs but also creates an environment of joy to learn together.

Inclusion in education helps children with diverse needs through some points which are mentioned below:-

(i) No. discrimination with students :-

Children with special needs get unique opportunities to get education with the age peer without discrimination. It helps to end all forms of discriminations and promote collective participation of the children.

(ii) Equal opportunity to all :-

The children with special needs are facilitated to acquire certain skills that enable them to access the educational opportunities. It provides the special children an equal opportunity to participate in the shared educational experiences.

(iii) School adapt to the need of students :-

Inclusion in education helps the school authority to adapt the need of students. They can easily understand the problematic behavior of those special children. It provides a support for the children with special need to move towards them.

(iv) Becoming self-reliant :-

Through Inclusive education, it enables such children to be self-reliant, self-supportive and self-confident. It helps them to develop a stronger sense of 'self'. It helps the children with diverse need to elicit and challenge academic performance.

(v) Demonstrate positive academic outcomes :-

Inclusion of these children is essential as it helps them to demonstrate positive academic outcomes like increased academic achievement assignment completion and classroom Participation. It helps the teachers as well as the normal child to become positive in nature.

(vi) Develop social skills :-

Through inclusive education, it will help to provide less restrictive learning and social functioning for education and adjustment for the special child. It helps them to develop socially acceptable behaviours as their peers. It also helps to develop the social skills to special children like pragmatic language development, sense of belonging, friendship etc.

(vii) Equal rights :-

Inclusion in education can cater the basic human rights of the children with social need to attend school with their peers. It provides those children an equal right to give equal opportunity to be with the age peers in the general classroom.

(viii) Bring attitudinal changes :-

Inclusive education will bring attitudinal changes at various level and provide institutional support to sustain these attitudinal changes regarding the children with special needs. It helps the children with special need to reap positive gain across developmental domains.

(ix) Understand individual difference :-

Through inclusive education, it will help the teacher's to understand the individual difference between students are a source of richness, diversity and know their needs, ability in their education and others.

(x) Develop positive attitude :-

Inclusion of children with special needs prompts typical peers to become more understanding of and to develop positive attitude towards their diverse peers.

(xi) Adjusted with real life :-

Inclusive education helps these children to learn the art of living and thereby to get adjusted with real life situations as an independent individual. It also helps to address all kinds of diversities arising from disabilities or abundance of abilities in the educational setting.

From above points we can say that inclusion in education helps the children with diverse needs.

Conclusion:-

In this assignment, I had discussed about how inclusion in education helps the children with diverse needs.

Thus we can conclude as inclusion of these children is very much essential to provide them equal educational opportunity with adequate support service. It has significant effect on their development. Inclusion of these children provides a foundation in ways that are not possible in special education. It removes the stereotype thinking about exceptionally among the society.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.
- (ii) <https://www.slideshare.net/mobile/meenuch/inclusive-education-51970417>

Q. No. Unit – I (6):-

Explain inclusion in education with reference to human rights?

Ans. To the Q. No. Unit – I (6):-

Title: - 'Inclusion in education with reference to human rights'.

Introduction:-

In the Paper – 11, i.e. 'Inclusion in Education'. I got the assignment topic, 'Inclusion in education with reference to human rights'. Before going to discuss about this topic, first of all I want explain about the rights of every children in case of education'.

We are repeatedly emphasizing an education as the human right of every child which they acquire by birth. We know that diversity is natural among individual. Some person are disabled as a result of mental, physical or sensory impairment. These individuals are often limited by both physical and social barriers which exclude them from society and prevent them from actively participating in the development of their norms. It is only through education the respect for the right of all individual can be realized Education must be viewed as a facilitator in everyone's development and functionally regardless of barriers of any kind, physical or otherwise. Therefore disability of any kind either social or emotional can't be a disqualifier. Now, I am going to discuss about this assignment topic in detailed.

Main Discussion:-

Inclusion in Education with reference to human rights:-

Inclusion in Education is an approach towards ensuring the right of every individual to education. It is a social movement against exclusion in education. Redical changes are required in education system and in the values and principles of the people involved in delivering education if the world's most vulnerable and disadvantaged children are to realize their right to gain access to their schooling. Inclusion in education can bring such changes by putting such children in education without discrimination on account of their disability.

Inclusion in education emphasizes on the two most important areas:-

- (i) Right to education on the basis of equality of opportunity.
- (ii) The broad aim of education in terms of promoting the fullest possible development of the child. Every child has the right to education on the basis of equality of opportunity. Children with disabilities are particularly at risk of being marginalized or discriminated against in the realization of this right. Inclusion in education is a right based approach to education to ensure this right. It removes the barrier that impede access to education by the children who are marginalized.

Inclusion in Education with reference to human rights:-

Inclusion education is the human right education which was pronounced in the universal Declaration of Human Rights in 1948. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms.

The United Nations Convention on the Rights of the Child (1989) also states that all children have a right to receive education without discrimination on any ground.

All governments in the region have satisfied the convention on the Rights of the Child. It emphasizes on both the right to education on the basis of equality of opportunity and the broad aim of education in terms of promoting the fullest possible development of the child.

Inclusion in education has been rightly advocated in the Salamanca Statement and Framework for Action (1994). It asserts that –

‘Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all.’

UNESCO views inclusion as ‘a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as a problem, but as opportunities for enriching learning.’

Thus, inclusion in education has been described as an issue related to human rights. It ensures the human rights of every child by breaking down the discrimination and prejudices based on differences. It is the way to ensure all children and young people to have their right to education fulfilled.

Inclusion in education as a right educational approach emphasizes on the following:-

(1) Right to respect for identity, culture and language :-

- (i) Recognition of the rights of children under international law to recognition of their cultural and linguistic identity.
- (ii) Recognition of sign language as a language which must be recognized within the meaning of right to language and culture.
- (iii) Recognition of children’s right to respect their language and culture with their education and schooling.

(2) Respect for children’s participation rights :-

- (i) Introduction of legislation guaranteeing school children, the right to establish democratic bodies such as school council, and requiring that such bodies comply with the principle of non-discrimination and promote inclusion of children with disabilities, as well as both girls and boys.
- (ii) Development of guidance for local municipalities and schools or developing opportunities for children to be heard, which emphasizes the necessity for inclusive and non-discriminatory approach.

- (iii) Introduction of mechanism for ensuring that children are able to express a view on school placement, and have their views taken seriously in accordance with their age and maturity.
- (iv) Development of school policies in partnership with children on rights, inclusion, respect for diversity and non-discrimination.
- (v) Introduction of safe, accessible and confidential complaints mechanism through children with disabilities can raise concern.

(3) Rights to respect for personal and physical integrity :-

- (i) Explicit prohibition of corporal and other humiliating punishment by law, and reinforced by other necessary measure, reinforced by clear enforcement, mechanism and strong message that all forms of violence against children is unacceptable.
- (ii) Establishment of clear codes of conduct reflecting child rights principles for all staff, students and their families and communities, which include accessible complaints or reporting mechanisms which can be used safely and confidentially.
- (iii) Training and support for all school staff in the use of effective non-violent and respectful classroom strategies as well as specific skills to prevent patterns of bullying and other gender based violence.
- (iv) Emphasis on tolerance, respect, equity non-discrimination and non-violent conflict resolution within the curriculum, textbooks and teaching methods.
- (v) Involvement of children themselves, including children with disabilities, as active agent in building safe environment, challenging bullying prejudice and discrimination and providing peer to peer support.

This approach not only goes in the right way but can bring long term benefits for all children and the wider society.

Conclusion:-

In this assignment, I had discussed about 'Inclusion in education with reference to human rights'.

This approach is not only goes in the right way but can bring long benefits for all children and the wider society.

We are repeatedly emphasizing on education as the human right of every child which they acquire by birth. Education must be viewed as a facilitator in everyone's development and functionality regardless of barriers of any kind, physical or otherwise. Therefore, disability of any kind either social or emotional can't be a disqualifier.

Reference:-

Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.

Q. No. Unit – II (7):-

Write the concept of Impairment Disability and Handicap.

Ans. To the Q. No. Unit – II (7):-

Title: - 'The concept of Impairment Disability and Handicap'.

Introduction:-

In the Paper – 11, i.e. 'Inclusion in Education. I got the assignment topic 'The concept of Impairment Disability and Handicap.' These terms have been widely defined and distinguished by a number of writers, scholars and distinguished organizations. In one of publication entitled, 'The international classification of Impairments, Disabilities and Handicap' has defined by WHO (World Health Organization).

Main Discussion:-

The Concept of Impairment Disabilities and Handicap:-

Let us try to understand these terms in a more specific way in the light of the guidelines provided by WHO (World Health Organization).

Impairment:-

Impairment is defined as a fundamental, structural, psychological or physiological deficit.

An Impairment is a problem in body function or structure, and activity limitation is a difficulty encountered by an individual in executing a task or action, while a participation restriction is a problem experienced by an individual in involvement in life situation.

Impairment are of two type's visual impairment and Hearing Impairment. Visual impairment is a problem related to visual activity and in other words hearing impairment is a problem related to the hearing of ear.

Impairment in simple meaning denotes a sort of disturbance or abnormally in the structure and functioning of our body systems including psyche. In this way, it represents a certain type of loss or deficit and deficiency at the organic or psychic level for and individual.

For Example

Impairments include loss of a limb, loss of vision or memory loss. Activity limitation such as difficulty in seeing, hearing, walking or problem solving etc.

Disability:-

Disability is defined as the functional deficit that a person experiences as a result of impairment. Disability is a physical or mental condition that limits as person's movements, senses or activities.

A disability is any condition that makes it more difficult for a person to do certain activities or interact with the world around them. The conditions, or impairments may be cognitive, developmental, intellectual, mental, physical, sensory or a combination of multiple factors. Impairments causing disability may be present from birth or occur during a person's lifetime. The World Health Organization propose the following definition of disabilities:-

“Disabilities is an umbrella term, covering impairments, activity limitation and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action while a participation restriction is a problem experienced by an individual in involvement in life situation. Disability is thus not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives.”

The term disability is used to mean the loss of function that individual experiences because of the impairment. It limits his ability to perform certain task.

For Example

- (i) Vision or hearing impairment may result into one's loss or reduced function with respect to the use of his visionary or hearing system.
- (ii) Orthopedic or motor impairment may limit one's functions with regards to one's walking and other motor functioning.

These are all about the concept of Disabilities with examples.

Handicap:-

Handicaps defined as the disadvantage a person with disability experiences in various social settings as a result of that disability leg. People who cannot walk may be defined access to particular places. It means having conditions that marked restricts their ability to function physically, mentally or socially.

Where impairment results into a specific type of disability, the disability in its own turn way give birth to a specific condition known as handicap actually, a handicap stands for a disadvantage imposed on an individual on account of his disability.

For Example:

Some disturbance in the structured composition and functioning of ears may cause hearing impairment. This impairment may bring disability in terms of loss of hearing ability. Inability or incapacity in terms of hearing sounds then may turn one into aurally handicapped i.e. experiencing problems in interacting with the environmental situations demanding hearing ability on one's part. In this way, the term handicap usually refers to environmental or functional demands placed upon an individual with a disability in a given situation.

These are all about the concept of Handicapped.

Conclusion:-

In this assignment, I had discussed about the concept of impairment, disability and handicap in detailed.

Thus, we can concluded as people with intellectual disabilities can live meaningful, satisfying and productive lives, within their own communities, when provided adequate supports. We salute the courage and dedication of families and other advocates who have tirelessly worked to improve the lives of these deserving citizen.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.
- (ii) <https://www.who.int/health-topics/disability>.
- (iii) <https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html>
- (iv) <https://en.m.wikipedia.org/wiki/disability>
- (v) <https://www.merriam-webster.com/dictionary/handicapped>

Q. No. Unit – II (8):-

Discuss the nature and characteristics of children with visual Impairment and Hearing impairment.

Ans. To the Q. No. Unit – II (8):-

Title: - 'The nature and characteristics of children with Visual Impairment and Hearing impairment.'

Introduction:-

In the Paper – 11, i.e. Inclusion in Education, I got the assignment topic, 'The nature and characteristics of children with Visual Impairment and Hearing Impairment.' Before going to discuss about this topic, first of all I want to explain the true meaning of Impairment.

Meaning of Impairment:-

Impairment is defined as a fundamental structural, psychological or physiological deficit. An impairment is a problem in body function or structure, an activity limitation is a difficulty encountered by an individual in executing a task or action, while a participation restriction is a problem experienced by an individual in involvement in life situation. Impairment in simple meaning denotes a sort of disturbance or abnormality in the structure and functioning of our body systems including psyche. Now, I am going to discuss about this assignment in detailed.

Main Discussion:-

The nature and characteristics of children with Visual Impairment and Hearing

Impairment:-

Impairment are of two types, these are Visual Impairment and Hearing Impairment Visual Impairment is a problem related to visual activity and in other words hearing impairment is a problem related to the hearing of ear.

The nature and characteristics of children with Visual Impairment:-

Visual impairment is a problem related to visual activity. The person whose visual acuity is less than 6/60 after glass correction may be termed as visually impaired. The nature and characteristics of children with Visual impairment are mentioned below:-

(1) General Characteristics :-

- (i) Due to lack of vision or due to poor vision, they are endorsed with greater capacities in the remaining sensory areas by nature.

- (ii) There is evidence that they may be deficit in other areas also up to some extent but capacities for focal and sustained attention may be better developed among visually impaired people than in the case of sighted normal ones.

(2) Cognitive Characteristics :-

- (i) Visually impaired children may have poor cognitive power in general.
- (ii) Visual impairment produces hindrance in the course of cognitive development.
- (iii) They have to count on auditory or tactual in order to get information which is very limited in its value and nature.

(3) Educational Characteristics :-

- (i) Lack of vision produces a significant defect in the conceptual development.
- (ii) Learning based on touch and audition is limited due to limited nature of experience.
- (iii) They learn in parts rather than in whole by using their tactual perceptions.

(4) Physical Characteristics :-

- (i) In terms of size and appearance people with impaired vision do not differ from normal people.
- (ii) Their motor skills are also found poor due to poor mobility power.
- (iii) They differ from the normal in terms of physical strength due to lack of exercise of the body parts while doing different types of works.

(5) Behavioural Characteristics :-

- (i) Nonacademic skills affected by visual impairment are social skills, affective understanding and non-visual (body language) behaviour.
- (ii) They are very irrelative in nature.
- (iii) They possess very poor self-confidence due to their disability.

(6) Social Development and Adjustment :-

- (i) They can participate in many play activities like swimming, dancing, wrestling etc.
- (ii) Process of socialization will be low in case of absolutely blind children.
- (iii) Even a small amount of vision is helpful for social development. So, partially blinds do not lag behind the normal in social development and adjustment.

(7) Communication Abilities :-

- (i) They have difficulty in reading.
- (ii) Their communication may be poor in the initial periods of their life but after 18 they were found to be almost normal in communication skills.
- (iii) They prefer oral to written communication and do not like to read or write too much.

These are all about the nature and characteristics of children with visual Impairment.

The nature and characteristics of children with Hearing Impairment:-

Hearing and speech play a joint role in communication when speech is defective, verbal intelligence will automatically be low. Hearing impaired children face double problem, one in the area of reception and other in the area of communication.

The nature and characteristics of children with Hearing impairment are mentioned below:-

(1) Intellectual Abilities :-

- (i) The environment of hearing impaired people is qualitatively different from that of the normal people.
- (ii) They are not intellectually low as compared to the normal children.

(2) Educational Achievement :-

- (i) Hearing impaired children who belong to high socio-economic status experience fewer academic difficulties than those who belong to poor families.
- (ii) They do not perform well like normal on reading or writing tests.

(3) Social Development and Adjustment :-

- (i) They show a very high degree of educational instability causing mal-adjustment but it is not apparently visible.
- (ii) They take shelter in isolation due to poor communication ability and frustration.

(4) Behavioural Characteristics :-

- (i) People with hearing impairment are deviant from the norms and traditions of the society.
- (ii) People who are deaf teach each other how to function in the society and how to get along with others.

(5) Physical Capacities :-

- (i) People who are deaf or hard of hearing are to more or less than normal people in other abilities like sight, smell, taste and touch.
- (ii) They basically in functional hearing from their peers or other normal people. Functional hearing refers to person's ability to understand information presented orally and it is related to how a person might be taught.

(6) Communication Abilities :-

- (i) If hearing impairment is severe in nature verbal communication ability may be almost zero.
- (ii) Hearing impaired people avoid to interact with others, their language abilities are retarded further.
- (iii) Normal people also neglect hard of hearing people.

There are all about the nature and characteristics of children with Hearing Impairment.

Conclusion:-

In this assignment, I had discussed about the nature and characteristics of children with visual impairment and hearing impairment.

Thus, we can concluded as people with intellectual disability can live meaningful, satisfying and productive lives, within their own communities when provided adequate supports. We salute the courage and dedication of families and other advocates who have tirelessly worked to improve the lives of these deserving citizens.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.

Q. No. Unit – II (9):-

Discuss the nature and characteristics of children with loco motor disability.

Ans. To the Q. No. Unit – II (9):-

Title: - 'The nature and characteristics of children with Loco motor disability.

Introduction:-

In the Paper – 11 i.e. 'Inclusion in Education', I got the assignment topic, 'The nature and characteristics of children with Loco motor disability.' Before going to discuss about this topic, first of all I want to explain the true meaning of 'Diverse needs' and 'Loco motor disability'.

Meaning of Diverse needs:-

Diverse group of students simply means recognizing that all the people are unique in their own way. Their differences could consist of their reading level, athletic ability, cultural background, personality, religious beliefs.

Meaning of Loco motor Disability:-

Loco motor disability means restriction in the movement of the limbs. Simply Loco motor disability means problem in moving from one place to another i.e. disability in legs. It is generally taken as a disability related with bones joints and muscles.

Now, I am going to discuss about this assignment topic in detailed.

Main Discussion:-

The Nature and characteristics of children with Loco motor disability:-

Loco motor disabilities are problems that are caused due to any physical or brain injuries or condition directly affecting the central nervous system. According to the federal guidelines of American government the problems come under the category of loco motor disabilities.

The nature of children with Loco motor Disabilities are as follows:-

- (i) Loco motor disability affects the intellectual development of the child.
- (ii) The child is not able to raise both the arms fully without any difficulties.
- (iii) Loco motor disability caused due to any physical or brain injuries or conditions directly affecting the central nervous system.
- (iv) Loco motor disability limits muscular movements and mobility but these problems will vary according to the degree of disability.

- (v) The child has absence of any part of the limb and also has difficulty in walking.
- (vi) Loco motor disability children are generally rejected by their peers and mates because of their personal fitness.
- (vii) The child is not able to group anything because of their mental ability.

The characteristics of children with Loco motor disability are mentioned below:-

(i) Cognitive Characteristics :-

Loco motor disability affects to cognitive development of a child. Due to this disability they do not perform as accorded with the minimum situation. Due to this disability, they cannot shows their intellectual capacity with comparison to the other normal children.

(ii) Emotional and social adjustment :-

These children are generally rejected by their peers and mates and this, they are face adjustment problem in the school or other community area. But special efforts who make them self-develop and self-reliant.

(iii) Architectural obstacles :-

Loco motor disability children affect the architectural obstacles as they cannot do their motor functioning as systematic way. But with the help of effective measures they can do their all activities with systematic manner.

(iv) Physical Characteristics :-

Loco motor disability children not physically fit as they have faced poor physique and diseases to lack of motor disabilities. But with the help of other circumstances, they can do yoga and other related activities are performed by them.

(v) Educational Characteristics :-

These type of children upress limit responses options of a single word or multiple choice items that require minimal writing due to their defective writing hands.

(vi) Behavioural Characteristics :-

People who are loco motor disable, they are lack of behavioural adjustment problems. They are sometimes how as ridicules and irrelative behaviour.

(vii) Communication Characteristics :-

They have face difficulty in physical and brain injuries so they sometimes create very undeceive behaviour towards society. They have fail to effective communication towards the community or society.

These are all about the various Characteristics of Loco motor Disability.

Conclusion:-

In this assignment, I had discussed about the nature and characteristics of Locomotor disabilities.

Thus, we can conclude that most of the schools had an inclusive culture, a positive attitude to including students with special educational needs and good relationships with parents in these days. However, only half of the schools were effective in promoting achievement and outcomes for students with special educational needs.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.
- (ii) <https://wecapable.com/locomotor-disability-meaning/>
- (iii) [https://www.nde-ed.org/TechingResources/classroom Tips/Diversity. htm](https://www.nde-ed.org/TechingResources/classroom%20Tips/Diversity.htm).

Q. No. Unit – II (10):-

Discuss the nature and characteristics of children with gifted and Talented.

Ans. To the Q. No. Unit – II (10):-

Title: - 'The nature and characteristics of children with gifted and Talented'.

Introduction:-

In the Paper – 11, i.e. 'Inclusion Education'. I got the assignment topic 'The nature and characteristics of children with gifted and Talented'. Before going to discuss about this topic, first of all I want to explain the meaning of Gifted and Talented children.

Meaning of Gifted and Talented Children:-

Children or people who are bright intelligence, sharp in memory and quick in decision making are generally termed as gifted children. They are called gifted because they have extra ordinary intellectual power given by the nature as a gift.

According to Havighurst:-

'The talented or gifted child is one who shows consistently remarkable performance in any worth while line on endeavour.'

Now, I am going to discuss about this assignment topic in detailed.

Main Discussion:-

The nature and characteristics of children with Gifted and Talented:-

The gifted children are the genius in making. Gifted children have been found to excel normal children of their age and even adults to an incredible extent. Gifted and Talented children are those who give evidence of high performance capability in areas such as intellectual, creative, artistic, leadership capacity or specific academic fields and who require services or activities not ordinarily provided by the school in order to fully developed such capabilities.

The nature of children with Gifted and Talented are mentioned below:-

(i) **Memory Retention :-**

Gifted children are after able to retain information faster and for longer periods of time than average children of the same age. Their rapid learning ability allows them to process facts quickly and retain them for efficient recall later on.

(ii) **Verbal Ability :-**

Gifted children are after begin communicating verbally at an early age and they use vocabulary for beyond their age. These children often choose their words carefully and very smart in their communication.

(iii) High curiosity level :-

Gifted children have a high curiosity level and they catch the all the things very quickly. They have very high curiosity to learn anything of their subjects.

(iv) High sense of humor :-

Gifted children are enjoyable to be around because many exhibit a sense of humor that goes well beyond their years. Their sense of humor comes out in their conversation or their writing.

(v) Strong imagination :-

Gifted children after exhibit a strong imagination that parents and teachers do not necessarily expect. Gifted children may spend their time by fantasizing and are after categorized as independent thinkers.

(vi) Problem solving Capabilities :-

Gifted children typically relish nothing more than breaking down a complex issue and finding a solution that no one else has every thought of they can easily solve their problem in anything of their life.

(vii) Keen Observation :-

Children who fall into this group may have the ability to pick on details much more acutely than other children in the same age bracket.

These are all about the various natures of children with Gifted and talented. The gifted children and the genius in making.

The characteristics of children with Gifted and Talented:-

The gifted children are the genius in making such gifted children have been found to differ from each other considerably certain features and traits. Some researchers have discovered the following characteristics of children with superior intelligence.

1. Cognitive :-

- (i) Extraordinary quality of accumulating information.
- (ii) High level of verbal intelligence.
- (iii) Very advanced in abstract thinking.
- (iv) Better in reasoning ability and generalization.

2. Affective :-

- (i) More advance emotional maturity then the average child.
- (ii) Better adjusted in the society.
- (iii) Advanced level of moral judgment.

3. Physical :-

- (i) Advanced in physical development and health having a good height weight and bodily developed from birth onwards.
- (ii) They are general successful in sports and games.

- (iii) Superior in neuro-muscular capacity.
- 4. Psychomotor :-**
 - (i) Have more positive attitude towards the society.
 - (ii) Ability to concentrate for a longer period of time.
 - (iii) They care less for quality of handwriting.
- 5. Intuitive :-**
 - (i) Creativity apparent in all areas of endeavours.
 - (ii) High interest in the life hereafter.
- 6. Social :-**
 - (i) Excess in courtesy, cooperation and willing to take suggestions.
 - (ii) Highly interested in solving social problems.
 - (iii) Leadership quality of high level.
- 7. Academic :-**
 - (i) Ability to learn even complex content easily.
 - (ii) High organizational ability of the subject matter.
- 8. Communication ability :-**
 - (i) Their communication ability is higher than the average people.
 - (ii) They enjoy conversation with older people and peers more than their age mates.
- 9. Negative characteristics :-**
 - (i) Restless in the classroom.
 - (ii) Outspokenly critical and egoistic in nature.
 - (iii) Indifferent to class work occasionally especially when it is too easy.

Conclusion:-

In this assignment, I had discussed about 'the nature and characteristics of children with Gifted and Talented.'

Thus we can conclude as the gifted children are the genius in making Gifted children have been found to excel normal children of their age and even adults to an incredible extent. Such children have been found to differ from each other considerably certain features and traits. They are called gifted because they have extraordinary intellectual power given by the nature as a gift.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.
- (ii) <https://www.huffpost.com/entry/who-is-the-gifted-child-b-4129720>.
- (iii) <https://www.publicschoolreview.com/blog/10-characteristics-of-the-gifted-child>

Q. No. Unit – II (11):-

Discuss the nature and characteristics of Mental Retardation and Learning Disabled.

Ans. To the Q. No. – II (11):-

Title: - 'The nature and characteristics of Mental Retardation and Learning Disabled.'

Introduction:-

In the Paper – 11, i.e. 'Inclusion in Education', I got the assignment topic 'The nature and characteristics of Mental Retardation and Learning Disabled.' Before going to discuss about this topic, first of all I want to explain the meaning of 'Mental Retardation' and 'Learning Disabled.'

Mental Retardation:-

Children who have a condition of incomplete or less than normal mental development so that they are unable to adjust to day to day living in a normally efficient, useful, productive and harmonious manner are called mentally retarded. They are in constant need of care, protection, supervision and help.

Learning Disabled:-

Learning disabled children exhibit exceptionally inferior capacities in term of learning and understanding in comparison to the normal children of their age or class.

Now, I am going to discuss about this assignment topic in detailed.

Main Discussion:-

The nature and characteristics of children with Mental Retardation and Learning disability:-

Now, I am going to discuss about this topic one by one.

The nature and characteristics of children with Mental Retardation are as follows:-

Mental retardation is a serious disability. It creates a lot of learning problems before mentally retarded children. These learning problem create obstacle in other areas of life as well.

Some common characteristics of mentally retarded children are as follows:-

- (i) **Limited functioning :-**

Their level of functioning is very limited. They have difficulty not only in learning but also doing routine life job due to significant loss of conceptual, practical and social intelligence.

(ii) Sub average intellectual functioning :-

Their intellectual function is less than average (below 80IQ) an intelligence test. This is the fundamental criterion of diagnosing a mentally retarded child.

(iii) Poor performance level :-

If someone falls short in his performance of certain tasks from the performance of the majority of children of his own age, he is said to have low mental age or sub-normal intellectual functioning.

(iv) Slow acquisition of skills :-

Academic and non-academic both type of skills are required by them at a very slow rate.

(v) Low level of adaptive skill :-

They are not only slow in acquiring skills but also they are always poor in adaptive skill also

(vi) Early manifestation :-

Mental retardation manifests itself before the age of 18 from this perspective, mental retardation is viewed as a discovered of life period characterized by the slow rate of development.

These are all about the nature and characteristics of children with Mental Retardation.

The nature and characteristics of children with Learning Disabled:-

Most of the learning disabled children are first identified in the early elementary stage when they perform very poor in academic contents due to any hidden reason. **These learning disabled children can be identified in the school on the basis of the characteristics given below:-**

1. Cognitive characteristics :-

- (i) They are very poor in self-monitoring and self-evaluation.
- (ii) Their problem solving skill is also very low.
- (iii) They are unable to retain oral instructions especially.

2. Educational Characteristics :-

- (i) He is unable to pronounce the words correctly even after knowing its spelling.
- (ii) He is poor in memorizing words and framing sentences.
- (iii) He is unable to write letters in correct style.

3. Physical characteristics :-

- (i) They show poor coordination of motor abilities.
- (ii) They do not differ from the normals in height, weight, health and habits.

4. Behavioural characteristics :-

- (i) They have very low self-concept.
- (ii) They are very slow in responding to the teacher in the class.
- (iii) They become so excited in the class on certain occasions that they are unable to control themselves.

5. Communicative Characteristics :-

- (i) They are very poor in defining words, clarifying concepts and formulating linguistic constructions.
- (ii) Their spoken language is more weak than their written language.
- (iii) They do not respond adequately to questions asked or instruction given by the teacher.

These are all about the characteristics and nature of learning Disability.

Conclusion:-

In this assignment, I had discussed about the nature and characteristics of children with Mental retardation and Learning Disabled.

Thus, we can conclude as most of the schools had an inclusion culture, a positive attitude to including students with special education needs and good relationships with parents. However, only half of schools were effective in promoting achievement and outcomes for students with special educational needs.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.

Q. No. Unit – II (12):-

Discuss the nature and characteristics of children with Development Disabilities (Autism, Cerebral Palsy)

Ans. To the Q. No. – II (12):-

Title: - ‘The nature and characteristics of children with Development Disabilities (Autism, Cerebral Palsy)

Introduction:-

In the Paper – 11, i.e. ‘Inclusion in Education’, I got the assignment topic, ‘The nature and characteristics of children with Development Disabilities (Autism, Cerebral Palsy). Before, going to discuss about the topic, first of all I want to explain the true meaning of ‘Development Disabilities’.

Meaning of Development Disabilities:-

Developmental Disabilities are a group of conditions due to an impairment in Physical, learning, language or behaviour areas. These conditions begin during the developmental period, may impact day to day functioning, and usually last throughout a person’s life time Developmental disability is a diverse group of chronic conditions that are due to mental or Physical impairments like Autism and Cerebral Palsy. Now, I am going to discuss about this topic in detailed.

Main Discussion:-

The nature and characteristics of children with Development Disabilities (Autism, Cerebral Palsy):-

This assignment topic is now discuss in detailed one by one.

The nature and characteristics of children with Autism:-

Meaning of Autism:-

Autism is a rarely occurred problem that affects multiple areas like thought, communication and behaviour. It may be defined as biological syndrome manifested before thirty months of the age of causing the following problems in the child:-

- (i) Poor rate of development.
- (ii) Poor educational performance.
- (iii) Stereotyped movements.

Characteristics of children with Autism:-

Children with autism are generally found to exhibit the following typical characteristics in their overall behaviour and personality.

1. Cognitive Behaviour :-

Although, the children with autism usually demonstrates considerable deficits in their cognitive skills. The autism caused by brain dysfunctions eventually causes considerable deficits and abnormalities in the cognitive behaviour.

- (i) Learning skills such as reading, writing or computation skill.
- (ii) Sensory deficits like over responsiveness to light, noise, touch or pain.

2. Social Behaviour :-

Children with autism are found to exhibit much deficit and deficiency in their social behaviours like the following:-

- (i) They do not show any interest in socializing and try to put themselves in their own shells by living in isolation.
- (ii) They do not believe in the ideology of mutual sharing of experiences, activities or even objects with their peers, brotherhood, sisters, teachers or parents.

3. Emotional Behaviour :-

- (i) They do not have any warmth of emotional touch and feelings and are quite unconcerned of other's feelings.
- (ii) Any attempt to love, cuddle and show affection towards these children draws almost no attention and interest on their part.

4. Physical Characteristics :-

- (i) In Physical appearance, body structure and physiological functioning, the children with autism mostly do not exhibit any extraordinary differences and deviation from their non-disabled peers.
- (ii) A few minor physical anomalies particularly related to ears may be found in some children.

5. Communication and Language Behaviour :-

- (i) They have unusual development delays with regard to their speech behaviour.
- (ii) They may have difficulties and deficiencies in terms of the use of language – both expressive and or receptive behaviours.
- (iii) Many of these children may not at all acquire the ability to speak or hear understand the spoken language.

These are all about the nature and characteristics of children with Autism.

The nature and characteristics of children with Cerebral Palsy:-

Meaning of Cerebral Palsy:-

The term cerebral palsy is composed of two separate words 'cerebral' and 'palsy'. The word 'Cerebral' here stands for something on the part of the brain. The second word 'Palsy' signifies some weakness or problem in the way a person moves or position his or her body. Thus the term cerebral palsy as a whole stands for the loss or inability in exercising control over the movements of the body or motor behaviour as a result of something wrong in the brain.

Cerebral Palsy:-

- (i) The term cerebral palsy as an umbrella term does not refer to a particular type of disorder but a variety of disorders or chronic conditions that results in the impairment of one's motor functioning i.e. ability to control body movements and postures.
- (ii) The impairment in one's motor functioning is caused through abnormalities and anomalies of the brain, i.e., something going wrong with the functioning of one's brain.
- (iii) The anomalies or dysfunction of the brain occur during the period of its early development.
- (iv) The individuals with cerebral palsy are not affected by some disease of the muscles or nerves causing differently in their movement and coordination but it happens so on account of their inability to exercise control over their motor functioning resulted through the faulty development or damage to the motor areas of the brain.
- (v) The anomalies or dysfunction of the brain can cause many types of disorders other than cerebral palsy like mental retardation, autism, seizures, hearing and visual impairments etc. However, cerebral palsy stands quite segregated from them on account of its motor impairment syndrome, i.e. loss of ability to exercise control over motor functioning.
- (vi) Cerebral palsy represents a condition that is stable and non-progressive in the sense that the underlying brain anomaly or abnormality that initially caused the motor impairment does not change. As a result, if cared and trained well, the children with cerebral palsy may learn to live well with their problems without letting their motor impairments and its functional consequences worsen with time.

These are all about the nature and characteristics of children with cerebral Palsy.

Conclusion:-

In this assignment, I had discussed about the nature and characteristics of children with Development Disabilities (Autism and Cerebral Palsy).

Thus, we can concluded as developmental Disabilities are a group of conditions due to an impairment in physical, learning, language or behaviour areas. Most of these conditions begin during the developmental period may impact day-to-day functioning and usually last throughout a person's life time.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.
- (ii) <https://www.cde.gov/ncbddd/developmentaldisabilities/facts.html>

Q. No. Unit – II (13):-

Discuss the nature and characteristics of children with Multiple Disabilities and Slow learners.

Ans. To the Q. No. – II (13):-

Title: - ‘The nature and characteristics of children with Multiple Disabilities and Slow learners.’

Introduction:-

In the Paper – 11, i.e. ‘Inclusion in Education’, I got the assignment topic, ‘The nature and characteristics of children with Multiple Disabilities and Slow learners. Before going to discuss about this topic, first of all. I want to explain the true meaning of ‘Multiple Disabilities’ and ‘Slow learners’.

Multiple Disabilities:-

In its simple meaning the term multiple disabilities stands for the disabilities multiple in nature, i.e. existence of more than one disability at a time (e.g. Cerebral palsy and visual or hearing impairment).

Slow Learners:-

The term slow learners is relatively a new term being used for the type of learners traditionally known as background pupils in school. The term educationally backward children may carry a wide meaning and scope as carried by the umbrella term slow learners.

Now, I am going to discuss about this topic in detailed.

The nature and characteristics of children with Multiple disabilities and slow learners:-

Two types of students are generally seen having multiple disabilities. Those with more than one disability like bearing, visual, emotional and the like disabilities simultaneously. Those having primary disability in one area and secondary disabilities in other areas. In other words, slow learners are relatively a new term and labeling a child as slow, weak or backward. Now, I am going to discuss about this topic one by one.

The nature and characteristics of children with Multiple disabilities:-

Students facing this type of disability do not demonstrate a precise set of common characteristics. These characteristics are generous specific to their specific nature and degree of impairment. However, some general characteristics are given below:-

(i) Cognitive Abilities :-

It depends upon their particular disease and impairment that they suffer from for example, the student who has mental retardation will be very poor in cognitive skills. In spite of this mind is not very much affected by the impairment normal cognitive development will be seen.

(ii) Academic Achievement :-

Poor academic achievement of students with multiple disabilities is a common phenomenon. The reason may be due to behaviour problems poor school attendance due to orthopedic disabilities, poor mental and physical health, problem of adjustment etc.

(iii) Physical Characteristics :-

They may suffer from chronic illness, pain in any part of the body weakness and poor health, lack of proper coordination or muscles etc. But it does not mean that their whole body is weak a person on a wheel chair may be very strong by his upper part of the body.

(iv) Behavioural Characteristics :-

No specific behaviour is noted in children due to this problem. Negative social stimuli are the main causes behind their deviant nature of behaviour. Social development is also badly affected by orthopedic impairment due to low level of interaction. Social development is also adversely affected by autism in students. They may show aggressive behaviours, self-injurious behaviours, temper tantrums and repetitive stereotyped behaviour. These behaviours tend to isolate the victims from others, resulting in poor social development.

(v) Communicative Abilities :-

Many students with cerebral palsy have little language problem. Their speech and language skills are normal. If the problem of cerebral palsy is very severe language development will be affected. Similarly, students suffering from autism develop language very slowly. Their language comprehension is also found to be very poor.

The nature and characteristics of children with Slow learners:-

The term slow learners is relatively a new term being used for the type of learners traditionally known as backward pupils in schools. **There are some natures and characteristics of children with slow learners are as follows:-**

- (i) The rate of learning as well as power of retention is very low.
- (ii) They feel frustrated due to their low achievement in the school.
- (iii) The IQ of these children is slow, i.e. less than 85 when measured on an intelligence test. Low IQ leads them to low academic achievement since intelligence is a composition of 150 factor.
- (iv) These children are slow in emotional and social development also.
- (v) He is slow learners and feels difficulty in keeping pace with the normal school work.

- (vi) Educationally, these children are unable to attain what they should have the natural abilities.
- (vii) These children are necessarily a failure in the academic field and shows poor educational performance.

These are all about the various natures and characteristics of children with slow learners.

Conclusion:-

In this assignment, I had discussed about the nature and characteristics of children with Multiple Disabilities and Slow learners.

Thus, we can conclude as most of the schools had an inclusion culture, a positive attitude to including students with special educational needs and good relationships with parents in now-a-days. However, only half of schools were effective in promoting achievement and outcomes for students with special educational needs.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.

Q. No. Unit – III (14):-

Write the meaning and definition of Inclusive Education.

Ans. To the Q. No. – III (14):-

Title: - 'The meaning and definition of Inclusive Education.'

Introduction:-

In the Paper – 11, i.e. 'Inclusion in Education', I got the assignment topic, 'The meaning and definition of Inclusive Education'.

Accessing to education is the basic human right. But, there are some persons who are excluded from meaningful participation in the educational activities. Discrimination, differentiation is a great threat to these group of individual. There is a need of a development approach in education to address the need of the learners who are vulnerable to marginalization and exclusion through responsive educational opportunities. There is also a need of beginning of change to end exclusion, making a reality of the universal right to equality of education. All these changes and need is possible to fulfill and occur through 'Inclusive Education'.

Now, I am going to discuss about the meaning and definition of Inclusive Education in detailed.

Main Discussion:-

The meaning and Definition of Inclusive Education:-

Meaning of Inclusive Education:-

Inclusive Education is one dimension of a right based quality education which emphasizes equity in access and participation, and respond positively to the individual learning needs and competencies of all children. It works to ensure that every child, irrespective of gender, language, ability, religion, nationality or other characteristics, i.e. supported to meaningfully participate and learn alongside his/her peers and develop his/her potential. Thus, it means education for all students, where everyone can equally participate in learning processes. It is an approach that ensure the presence, participation and achievement of all students in education this may be in formal school, non-formal places of learning, such as co-curricular clubs and humanitarian campus. It emphasizes on opportunities for equal participation, but with option for special assistance and facilities as needed for the students within a common learning framework.

Simply, inclusive education means that all children attend and welcomed by their neighborhood schools in age appropriate regular classes. They are also supported to learn contribute and participate in all aspects of the life of the school. Inclusive education brings all students together in one classroom. It should be noted that simply placing children with and without disabilities together does not produce positive outcomes.

The principle of inclusive education was adopted at the Salamanca world conference on Special Needs Education (UNESCO 1994) and was restarted at the Dakar World Education Forum (2000).

Inclusive education, thus is an approach that look into how to transform the education systems in order to respond to the diversity of learners. It aims to enable both teachers and learners to feel comfortable with diversity and to see a challenge and enrichment in the learning environment rather than a problem. It involves improving inouts, processes and environment to foster learning both at the level of the learner in his/her learning environment as well as at the level of the system which supports the learning experiences.

Definition of Inclusive Education:-

The well-known definitions of the term 'Inclusive education' will help us to be clear with the concept and meaning. Many of educationist give definition about Inclusive Education which are mentioned below:-

1. According to the Salamanca statement and Framework for Action on special Education (1994) :-

"Inclusive education means schools should accommodate all 'children' regardless of their physical, intellectual social, emotional, linguistic or other conditions. This should include disabled and gifted children, strict and working children, children from remote or nomadic populations children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups."

2. UNESCO (1994) :-

"Inclusive changes and modification in content, approaches, structure and strategies with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to education all children."

3. Booth (1996) :-

"Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education."

4. Stain back and Stain back (1992) :-

"Inclusive school or set up may be defined as 'a place where everyone belongs is accepted, supports and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met.'"

5. Michael F. Giangreco (1997) :-

“Inclusive education is a set of values, principles and practices that seeks more effective and meaningful education for all students, regardless of whether they have exceptionality levels or not.

These are all about the definition of Inclusive education.

Conclusion:-

In this assignment, I had discussed about ‘the meaning and definition of Inclusive Education’.

An inclusive education provides a foundation for the exceptional children in ways that are not possible in special school. Thus, inclusive education is primarily about ‘restructuring school culture, policies and practices so that they respond to the diversity of students in their locality. It sees individual differences not as problem to be fixed, but as opportunities for enriching learning and for education system to embrace change. It is an education system where all children with disabilities learn effectively.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.

Q. No. Unit – III (15):-

Briefly discuss the scope and importance of Inclusive Education.

Ans. To the Q. No. – III (15):-

Title: - 'The scope and importance of Inclusive Education.'

Introduction:-

In the Paper – 11, i.e. 'Inclusion in Education', I got the assignment topic, 'The scope and importance of Inclusive Education'. Before going to discuss about this topic, first of all I want to explain the true meaning of 'Inclusive Education'.

Meaning of Inclusive Education:-

Inclusive Education is one dimension of a right based quality education which emphasizes equity in access and participation, and respond positively to the individual learning needs and competencies of all children. It also means education of all students, where everyone can equally participate in learning process. Simply inclusive education means that all children attend and welcomed by their neighbourhood schools in age appropriate regular classes. They are also supported to learn, contribute and participate in all aspects of the life of the school. Thus, Inclusive education brings all students together in one classroom. It means education provides an opportunities for equal participation. Now, I am going to discuss about the scope and importance of Inclusive Education.

Main Discussion:-

The scope and importance of Inclusive Education:-

After the discussion of Inclusive Education, I going to discuss this topic one by one.

The Scope of Inclusive Education:-

Inclusive education is a dynamic, continuing process of facilitating the participation of all students, including those with disabilities. It is a process of differences, sharing ideas and process of change not a product or final place. **The scope of inclusive education is very vast, it covers a wide area of content:-**

- (i) **Education for all :-**

Inclusive education studies the fundamental way towards the advancement of education for all. It is a transversal approach to the entire education system to accelerate education for all in order to achieve a proper synthesis between equity and quality.

(ii) Diversity and Differences :-

Inclusive Education covers up the diversity and differences of the children in learning situation. Inclusive education is a comprehensive vision and approaches which is appropriate for addressing the diversity and difference.

(iii) Excluded group :-

Inclusion is developed against exclusion. It adapts frameworks to various excluded groups. It identifies such group and adapts appropriate measures to include them in education such groups includes rural population's girls and students with social needs.

(iv) Extensive Collaboration :-

Successful inclusion requires extensive collaboration and support from all sectors of society to achieve a consensus through participatory, multi-pectoral dialogue between the multiple groups i.e. stakeholders.

(v) The financing of inclusion :-

Inclusive education studies about the financing of inclusion. It studies the issues related to competition privatization and decentralization and the impact of market based education.

(vi) Partnership between the parents and the school :-

For successful implementation of inclusion partnership between the parents and the school is important. Inclusive education studies about the network and communities and the way to strengthen partnership between the parents and the school.

(vii) Education as a right based approach :-

Inclusive education studies education as a right based approach. Education is the right of every child, Inclusive education, believes that all children should be included in education without discrimination, stressing their right to access it. It studies the obstacles that comes across the right based education of the children.

(viii) Public Policies :-

Inclusive education alone cannot build an inclusive society. Policies should provide a basis for the development of citizenship skills in students and for assuring quality. Inclusive education studies those public in its broader scope.

Inclusive education is a very broad concept. Its scope cannot be limited to a no of content areas. Inclusive education covers up a wide spectrum of areas of inclusion.

Importance of Inclusive Education:-

Inclusive education refers to a wide range of strategies activities and processes that seek to make a reality of the universal right to quality relevant and appropriate education. General education teacher have expressed positive outcome of inclusion. It is important to note here that special needs students are not only participants who can benefit from

appropriate inclusion general education students can also benefit from the inclusion. Thus, inclusive education has much relevance and is important. **The importance of Inclusive Education are as mentioned below:-**

(i) Ensure right of children of education :-

Education is the birth right of every children. Inclusive education is important because it servers as the medium to ensure such right of each children. Inclusive education is the means achieving education for all. It ensures that different children are able to learn together not only defends their individual right to access education, but also protects their right to receive education, reaching their full potential in terms of cognitive, emotional, social and creative capacity.

(ii) Best platform to learn together :-

Inclusive education is important because by working towards quality learning environments where all children are educated side by side, inclusive classroom provides children with the chance to truly accept and learn from each other.

(iii) Combating discrimination :-

Inclusive education is an approach against the discrimination, exclusion of children in learning. Inclusive education is the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society.

(iv) Strengthen quality of teaching :-

An inclusive approach promotes an equitable access to educational opportunities and strengthens the quality of teaching. This benefits all children, not only the vulnerable.

(v) Development of positive 'self' :-

Another key significance of inclusive education is that it results in a more positive sense of 'self' and self-worth of children who do and do not experience disability. Inclusive education leads to a sense of belonging and to a self-concept, which is very much essential for proper and sound development of the personality.

(vi) Leading to improved behaviour :-

Inclusive education is very much helpful for developing improved behaviour in children Inclusive education supports children in developing some quality like patience and trust, increased awareness and acceptance of diversity and understanding of individuality, leading towards improved behaviour.

(vii) Enhancing communication and language development :-

Inclusive setting enhances communication and language development. Enhanced communication and language development leads to greater independence and initiation of interaction and increased active participation.

(viii) Stimulating environment for students :-

Inclusive education provides a more stimulating environment than the traditional special education classroom, it leads to enriched growing and learning for the special education students.

(ix) Cost effectiveness :-

Inclusive education is cost effective. It is less costly alternatives to special segregated schools. No, additional costs to parents inclusive setting. Cost can be kept to a minimum by drawing upon local resources people and families.

(x) All round development :-

Inclusive education seeks for all round development of the special children by providing opportunities and integration in terms of academic, social, emotional and vocational programme of the school. Inclusive education is that ensuring all round development of the special children.

In view of such aspects of inclusive education, it may stand for a type of education, which has lots of importances for overall adjustment and progress of all the students.

Conclusion:-

In this assignment, I has discussed about the scope and importance of Inclusive Education.

Thus, we can concluded as Inclusive education is a very broad concept. Its scope cannot be limited to a no of content areas. Inclusive education covers up a wide spectrum of areas of inclusion. In view of inclusive education, it may stand for a type of education, which has lots of importance's for overall adjustment and progress of all the students.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.

Q. No. Unit – III (16):-

Discuss the philosophy of Transition from Segregation and Integration to Inclusion.

Ans. To the Q. No. – III (16):-

Title: - ‘The philosophy of Transition from Segregation and Integration to Inclusion.’

Introduction:-

In the Paper – 11, i.e. ‘Inclusion in Education’, I got the assignment topic, ‘The philosophy of Transition from Segregation and Integration to Inclusion’. Before going to discuss about this topic, first of all, I want to explain the true meaning of ‘Philosophy’ and ‘Philosophy in Education.’

We know that every aspect of human life and human activity is correlated with philosophy. It is the most important basis of understanding man and his association activities. Every activity or process has philosophical base. Education is one of the important aspect of man’s life.

Etymologically the term ‘philosophy’ is derived from the two greek words ‘Philos’ and ‘sophia’ the word ‘philos’ means ‘love of’ and ‘sophia’ means ‘wisdom’. Thus, the word ‘philosophy’ means ‘Love of wisdom’. Education is a very broad process. Its scope is very wide. It covers up no of branches kinds, types in its spectrum. Inclusive education is an evolving concept in its spectrum. Now, I am going to discuss about this topic in detail.

Main Discussion:-

The Philosophy of ‘Transition from Segregations and Integrations to inclusion:-

First of all I have to discuss about the Philosophy of Transition from Segregation and after that Integration to Inclusion.

The philosophy of Transition from Segregation:-

One of the key philosophical principle of inclusive education is transition from segregation. Human being by nature are found to possess strong reservation for those who appear to deviate from them much in one or the other personality attributes.

Inclusive education runs quite contrarily to the ideas and philosophy related to institutionalization, separation or segregation. The idea and provision in terms of separation

and segregation whether through special schools or special classes actually try to breed discrimination and differentiations among the disabled and non-disabled children of the same society, country or humanity at large. It is against the law of nature which is kind enough to propagate equal opportunities for all to grow and develop without any differentiations and discriminations. Inclusion in education has developed as an approach against such ideas. Therefore inclusion of transition from segregation.' The equally wedded to the principle of providing equal opportunities to learn and grow to all its members without any sort of discrimination. The philosophy of transition from segregation, thus, in fact has its roots in the ideas and principles governed through equity and equality of opportunities to all without differentiation and discrimination.

The transition from segregation to inclusion moves through some approaches are mentioned below:-

De-institutionalization:-

It is antithesis of the term institutionalization which stress on placing the exceptional children separated from the normal school. The philosophy of de-institutionalization was responsible for the initiation of normalization movement.

Normalization:-

This refers to a process or attempts for making the education and living environment of the exceptional/disables as close to normal as possible. Normalization aims that he should feel as normal as possible with the environment of his education and living. Normalization, a philosophy gave birth to the concept of least restrictive environment and mainstreaming.

Least Restrictive Environment:-

Least restrictive environment as a term means reducing or minimizing the restrictions imposed by the environment on the learning and living of an exceptional disabled child to the maximum extent possible.

Integration:-

Integration is a concept emerged as a philosophy in antithesis of segregation. It called half to the system of providing education to the children in segregating setting of special schools and advocated to make provision for their education in the regular schools. Integration was the term carried for describing their successful placement into regular schools.

Mainstreaming:-

The proper step in putting the disabled/exceptional children into mainstream is another shift from segregation. It is the process of placing the exceptional children with non-disabled peers in the regular school. It was meant to refer to the selective placement of

exceptional students in one or more regular education classes. This concept of mainstreaming is inspired and propagated as a reaction to the philosophy of segregation.

Inclusive education:-

The most recent trend and reaction to the philosophy of segregation or separation is inclusive education. Which describes much more than the acceptance of children with exceptionalities in the mainstream. In inclusive education, mainstreaming and integration are viewed as intermediary steps to the ultimate goal of teaching.

Thus, Inclusive education is based on the philosophy of transition from segregation through it's varies approaches normalization, integrations, mainstreaming etc.

Inclusive education provides a fundamentally different pedagogical approach to one rooted in deviance or difference from segregation. It stresses –

- (i) The open learning potential of each student rather than a hierarchy of cognitive skills.
- (ii) Reform the curriculum and a cross cutting pedagogy rather than a need to focus on student deficiencies.
- (iii) Active participation of students in the learning process rather than an emphasis on specialized discipline knowledge as key to teacher's expertise.
- (iv) A common curriculum for all, based upon differentiated and individualized instruction rather than an alternative curriculum being developed for low achievers.
- (v) Teachers who include rather than excluded.

Integrative to Inclusion:-

Another philosophical base of the inclusive education is it is a phase from integration to inclusion. It is based on the basic idea of shifting from setting the child as a problem to seeing the education system as the problem. It is a shift from excluding the child from school to inaccessible environment excluding children from school.

One of the important step is integration or mainstreaming. Inclusion has its origins in special education. In some cases, special education has been provided as a supplement to general education provision, in other cases, it has been entirely separate, special education practices were moved into the mainstream through an approach known as 'Integration'.

Inclusion is shift from the integration, which often focus on a particular group of students, such as those with mild impairment and assume that not all children can be integrated. Inclusive development in about ensuring that all people are included in accessing their basic rights. It acknowledges that real sustainable development cannot happen without participation and inclusion of all members of society. It is transition from integration to inclusion by –

- (i) Reducing social welfare costs and future dependence.
- (ii) Changing attitude of the schools towards diversity by educating all children together.
- (iii) Responding individual difference of the children.
- (iv) Valuing every life equally.

- (v) Helping everyone feel a sense of belonging.
- (vi) Learning from inclusive practice to share the lesson widely.
- (vii) Emphasizing the value of building positive school communities as well as achievement.
- (viii) Recognizing the inclusion in education is one aspect in society.
- (ix) Fostering positive relationship between schools and their values and surrounding communities.
- (x) Reducing exclusion, segregation, discrimination and barriers to learning and participation.
- (xi) Acknowledging the right of children of all.

Conclusion:-

In this assignment, I had discussed about the philosophy of Transition from Segregation and integration to inclusion.

Thus, we can concluded as it can be rightly said that inclusive education is transition from segregation and integration by including children with disabilities, not only have access to schooling within their own community but that they are provided with appropriate learning opportunities to achieve their full potential.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.

Q. No. Unit – III (17):-

What are the issues and challenges of implementing Inclusive Education?

Ans. To the Q. No. – III (17):-

Title: - 'The issues and challenges of implementing Inclusive Education'.

Introduction:-

In the Paper – 11, i.e. 'Inclusion in Education', I got the assignment topic, 'The issues and challenges of implementing Inclusive Education'. Before going to discuss about this topic, first of all I want to explain the true meaning of 'Inclusive education'.

Meaning of Inclusive Education:-

Inclusive Education is one dimension of a right based quality education which emphasizes equity in access and participation, and respond positively to the individual leaning needs and competencies of all children. It also means education of all students. When everyone can equally participate in learning process. Simply, inclusive education means that all children attend and welcomed by their neighbourhood schools in age appropriate regular classes. They are also supported to mean, contribute and participate in all aspects of the life of the school. Thus, Inclusive education brings all student together in one classroom. Now, I am going to discuss about the issues and challenges of implementing Inclusive Education.

Main Discussion:-

The issues and challenges of implementing inclusive education:-

In its broad aspects, inclusive education refers to a wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education. It acknowledges that learning begins at birth and continuous throughout life. It is a part of a wider strategy promoting inclusive development, with the goal of creating a world where there is peace, tolerance, sustainable use of resources, social justice and where the all the basic human rights and needs are met.

In some cases inclusive education relies in large part on the motivation of individual schools which create some barriers in implementing inclusive education. Such barriers may be physical, social or financial.

Some such issues are mentioned below:-

(i) Inappropriate and inadequate state provision :-

One of the important issues of implementing inclusive education is inappropriate and inadequate state provision. The goal of inclusive education is not clear in some state. Lack of collaboration between community, NGO's and state is the important issue in successful implementation of inclusive education. Moreover in some states, access to education by children with disabilities is not prioritized by government.

(ii) Negative attitude of the parents :-

Successful implementation of inclusive education largely depends on the support from the parents of the children with disabilities. Some parents are reluctant to bring their children with disabilities out into the open. Such reluctant attitude turns into a barrier in implementing inclusive education.

(iii) Lack of transportation facility :-

Inclusive education is such platform where educational environment is physically accessible and positively friendly towards diverse group. Provision of transportation facilities for the children with disability is one of the key features as well as condition of inclusive setting. But lack of such facility may hamper, their education.

(iv) Inflexible Curriculum :-

Lack of or inappropriate resource are often cited as a major barrier to making inclusion happen in practice Resources are not just about money they are also about people and information, these are about being not just about having. Sometimes, too many or the wrong type of resources can be a barrier to inclusion.

(v) Lack of understanding of the concept of inclusive education :-

One of the significant issue in the implementation of inclusive value is that many times, people misunderstand and mis interpret the concept of inclusive education. Lack of understanding of social construction of disability is the biggest obstacle in the path of inclusion.

(vi) Negative teachers attitude :-

Another constraints of successful implementation of inclusive education is the negative attitude of the teachers. Teachers plays the key role in inclusive education. Negative teacher attitudes towards children with disabilities and inclusion of such children in education is a challenge giving birth to additional barriers like for lack of teacher confidence and preparedness such programme.

(vii) Inadequate teacher training :-

Many teachers are never taught how to teach children with disabilities or generally how to teach in a child friendly, active way. This is because of lack of training programme. It may be a barrier in the path of successful implementation of inclusive education.

(viii) Social barrier :-

Social stigma and negative attitude of the community member towards disability may arise out of religious and culture e.g. disability may be seen as punishment.

(ix) School barrier :-

Another barrier of successful implementation of inclusive education is school factor. Low school budgets resulting in a lack of appropriate facilities inaccessible school building high pupil to teacher ratio, limited support for children with disabilities effect the successful implementation.

(x) Lack of special educational material :-

Inclusive education welcomes all children with and without diverse needs. To meet the needs of all children they must be provided with all essential facilities required for learning in the common classroom with their non-exceptional peers.

These are all about the various issues of implementing inclusive education.

The challenges of implementing inclusive education:-

On account of above mentioned issues we can say that the road to achieving inclusive education is a long and varied one on which challenges and opportunities will arise. The challenges out weight the opportunity on the full implementation on inclusive education. The challenges of implementing inclusive education are mentioned below:-

(i) Negative attitude :-

Removing negative attitude is a great challenge of implementing inclusive education. Negative attitude of parents and teachers towards children with disabilities and inclusion of such children in education is a challenge for their removing of such attitude.

(ii) Provide flexible curriculum :-

Most of the time, we can see that the curriculum is not flexible and appropriate for all the students. It is the biggest barrier of implementing inclusive education.

(iii) Provide transportation facility :-

Providing transportation facility is an another challenge of implementing inclusive education. Government should provide adequate transport for the disabilities of the children. Provision of transportation facilities for the children with disability is one of the key features as well as condition of inclusive setting.

(iv) Adequate teacher training :-

Teacher training may be a barrier in the path of successful implementation of inclusive education. Inclusive education is the beginning of the change needed to end exclusion. Therefore, successful teachers can make a successful beginning of successful inclusion.

(v) Provides awareness about inclusive education :-

Understanding of inclusive education is another challenge of implementing inclusive education. Parents as well as teachers can understand how much important of inclusive education in the present situation.

(vi) Provide special educational material :-

One of the challenge for inclusion of such children in education is shortage of special educational materials and equipment in the library and resources. Adequate teaching method and process evaluation process should be included.

(vii) Remove biasness among students :-

One of the major challenge is removing biasness among such students. The teacher should provide equal treatment in the classroom. It helps the teachers in implementing of inclusive education in the classroom.

(viii) Responsibility of the Government :-

Government may not see it as their responsibility to provide education to children with disabilities, believing that people with disabilities are subject for charity rather than service. Therefore the govt. may take action to include children with disabilities in national education system because they assume that extensive resources are needed to achieve this.

These are all about the various challenges of implementing inclusive education. The challenges out weight the opportunity on the full implementation on inclusive education.

Conclusion:-

In this assignment, I had discussed about the issues and challenges of the implementing inclusive education. The new and most common issues and challenges to inclusive education is to meet the needs of all children with and without disability in the general classroom.

On the basis of above analysis, it can be said that the challenges towards inclusive education could emanate from different directions. To overcome these challenges, there should be strong collaboration among stakeholders. NGO's and the concerned bodies in

order to realize the journey towards inclusive education, which welcomes all children without discriminations into the regular or general schools.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.

Q. No. Unit – III (18):-

Write the benefits of Inclusion for children with and without diverse needs?

Ans. To the Q. No. – III (18):-

Title: - ‘The benefits of Inclusion for children with and without diverse needs.’”

Introduction:-

In the Paper – 11, i.e. ‘Inclusion in Education’, I got the assignment topic, ‘The benefits of Inclusion for children with diverse and without diverse needs.’ Before going to discuss about this topic, first of I want explain the meaning of inclusion in education.

The basic meaning of inclusion is including all Inclusion means the action of including or of being included within a group or structure. General education students can benefit from the inclusion of special needs students. Inclusion can also benefit student without diverse needs. We all know that inclusive education is specially meant for the students with disabilities for helping them to access education with dignity and equity. Inclusive education is such a process provides many possible outcomes also for the students without disabilities.

Now, I am going to discuss about the benefit of Inclusion for children with or without diverse needs.

Main Discussion:-

The benefits of Inclusion for children with and without diverse needs:-

By the change of attitude against differential treatment of education, inclusive education calls for a respect of differences and celebration is related to educational and social value as well as to the sense of individual worth. There are many beneficial effects of inclusive education for students with disabilities when these students are put into regular education classroom. Inclusive education is such a process provides many possible outcomes also for the students without disabilities. The benefits of Inclusion for children with and without diverse needs are discussed in detailed.

Benefits of inclusion for children with diverse needs:-

There are so many benefits of inclusion for children with diverse needs which are mentioned below:-

(i) Provide stimulating environment :-

Inclusion provides more stimulating environment for learning for the special children than the traditional special education environment. The most important benefits of inclusion for children with diverse needs is proper learning environment.

(ii) Enrich special education :-

Inclusive classroom setting leads to enriched growing and learning for the special education students. It also leads the special students to engage more in instructional time.

(iii) Greater exposure to academic activities :-

Another benefits of inclusion for students with diverse need is that it helps such students to have greater exposure to academic activities, which lead to greater academic success.

(iv) Get the role models in the inclusive classroom :-

The special students get the role models in the inclusive classroom who facilitate communication social and adaptive behaviour. These role model, the regular education student provide examples for appropriate classroom behaviour for the special student.

(v) Get opportunity to make friends :-

In inclusive school environment, the special students get the opportunity to make friends and share new experiences. It help such students become active and creative.

(vi) Loads to greater acceptance :-

The developed friendship between special and general students in the inclusive setting leads to greater acceptance by the non-disabled peer in and out of the school community. This also enable students with disabilities to develop friendship in their neighborhoods.

(vii) Development of self :-

Another key benefits of inclusion for students with diverse need is development of 'self-respect' and 'self-esteem' by them, which is the outcome of connection with regular students leading them to feel a sense of 'self-worth'.

(viii) Provide educational environment :-

Strong academic gains in the regular classroom, which enrich the usual education programme and their overall educational environment is another strong benefit of inclusion for children with diverse needs.

(ix) Cost effectiveness :-

Inclusion of students with disabilities into regular education classroom become cost effective way of relieving some of the current budget short falls. Cost effectiveness is another positive benefits of inclusive education.

(x) Gain higher level of confidence :-

Inclusion helps the children with disabilities to gain higher level of confidence. Children with diverse need stand to reap positive gains across developmental domain through inclusion in higher quality classroom.

(xi) Acquire knowledge and skills :-

Inclusion helps the students with disabilities to acquire and use knowledge and skills including language communication and literacy skills. Special children to fewer feelings of stigmatization associated with pullout service.

(xii) Reduction of future :-

Special children is reduction of future dependence and social welfare cast. Inclusion helps children with diverse needs to have access to a wider curriculum than that which is available in special school.

(xiii) Personal Development :-

The overall benefits of inclusion for children with diverse need is personal development with development of sense of self determination. They begin to see themselves as an individual who can share some experiences and opportunities as their non-disabled peers.

These are all about the various benefits of inclusion for children with diverse needs.

The benefits of inclusion for children without diverse needs:-

There is no doubt that inclusive education is very much beneficial for students without disabilities. The benefits of inclusion for children without diverse needs which are mentioned below:-

(i) Understand the individual difference :-

Inclusion helps the students without diverse needs to understand the individual differences and to deal with the differences in their own lives. Through

contact with students with disabilities regular students can learn the physical, intellectual and emotional differences are part of everyone's world.

(ii) Understand and feel the need :-

Inclusion helps the students without disability to understand and feel the need of others. It helps the students without diverse need is that it allows general students to be more accepting of differences among individual.

(iii) Create tolerance and respect :-

Inclusion for students without diverse needs to create tolerance and respect for others with diverse characteristics. It also helps the regular students to understand and deal with the 'disability' with acceptance rather than as impairment.

(iv) Develop sensitivity :-

Inclusive education for children without diverse needs to develop sensitivity towards their classmate's limitation and develop empathetic skills towards them as well. They become more familiar with their classmates and often feel in regard to their disabled classmates.

(v) Develop important skills :-

When school practice inclusion the regular education students can develop important skills necessary for their adult lives. These skills are leadership, increased abilities to help and teach other, mentioning, tutoring self-empowerment and improved 'self-esteem'.

(vi) Give opportunity to participate :-

In inclusive classroom setting, regular education students are often given opportunity to step into the teacher role and assist and teach their classmates with disabilities. It creates the sense of 'will' among the students without diverse needs to help and can for their classmates with disabilities.

(vii) Improved academic performance :-

In inclusive classroom setting general students are taught to prompt cue and facilitate specific communication and motor skills for students with severe disabilities in co-operative group activities. This results in improved academic performance by the students without disabilities.

(viii) Make awareness :-

Inclusive education setting teaches the regular students how to be more aware and compassionate to others who are different from them.

(ix) Understand the behaviour diverse students :-

Another important benefits of inclusive education is that when children can learn of a young age how to accept other children with disabilities in the school environment that understanding the behaviour of diverse students.

(x) Improved interpersonal skills :-

Inclusion teaches general education students to appreciate others who are different from them. It develops more skills in social interactions with a diverse population and also increases interpersonal skills such as 'maturity', 'self-confidence'.

(xi) Grow and develop the relationship :-

Inclusion helps the typical students to grow and develop as a result of the relationship, they cultivate and sustain with their diverse counter parts.

(xii) Develops the feeling of empowerment :-

Inclusive develop the capacity for empathy among the typical peers. Inclusive education develops the feeling of empowerment among the non-disabled students and the ability to make a difference.

(xiii) Positive behaviours improve :-

Collectively, these positive behaviours improve the atmosphere and generate a sense of collegiality within the classroom and across the school.

These are all about the various benefits of children for inclusion without diverse needs.

Conclusion:-

In this assignment, I had discussed about the benefits of inclusion for children with and without diverse needs.

Thus, from the view points presented above educationally or morally defensible to continue to segregate students with disabilities. The purpose of education is to ensure that all students gain access to knowledge skills and information. Therefore, efforts should not be made to educate children in the least restrictive environment but rather in the most inclusive one. The practice of inclusive education can be absorbed in the world education – 'children who learn together, learn to live together.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.

Q. No. Unit – III (19):-

What are the characteristics of building inclusive learning friendly classroom? How can we overcome the barrier's for inclusive?

Ans. To the Q. No. – III (19):-

Title: - 'The characteristics of building inclusive learning friendly classroom and How can we overcome the barrier's for inclusive.'

Introduction:-

In the Paper – 11, i.e. 'Inclusion in Education', I got the assignment topic, 'The characteristics of building inclusive learning friendly environment and How can we overcome the barrier's for inclusive.' Before going to discuss about this topic, first of all I want to explain the meaning of 'Inclusive learning friendly environment.'

The inclusive learning friendly environment is always 'child friendly and teacher-friendly' where children have the right to learn to their fullest potential within a safe and welcoming environment. It stresses the importance of students and teachers learning together as a learning at the centre learning and encourages their active participation learning. It fulfils the needs and interests of students so that the teacher want to capable of giving children the best education possible.

Now, I am going to discuss about the assignment topic in detailed.

Main Discussion:-

The characteristics of building inclusive learning friendly classroom:-

The inclusive learning friendly classroom encourages teachers and children to learn within the classroom and outside of it. Teacher and student respect and celebrate their different languages cultural backgrounds and abilities.

Some of the characteristics of building inclusive learning friendly classroom are mentioned below:-

(i) Promotes healthy lifestyle :-

Inclusive learning friendly classroom promotes healthy lifestyle and life skills. Learning is relevant to children's daily lives, children take responsibility of their learning. It helps the children to go through their daily lives.

(ii) Cooperativeness and collaboration :-

Inclusive learning friendly classroom promotes the participation, co-operation and collaboration of both teachers and students. It helps to develop the friendly bond between teachers and students.

(iii) Understand the individual difference :-

Inclusive learning friendly classroom helps to understand the individual differences. It is a culturally sensitive platform which celebrates differences and stimulates learning for all children. It stresses the importance of students and teachers learning together as a learning community.

(iv) Develop the social values :-

Inclusive learning friendly classroom includes all children like girls and boys those from different cultural or linguistic background, those with special abilities or learning needs, pregnant girls, those affected by HIV/AIDS etc. in the society.

(v) Friendly Environment :-

An inclusive learning friendly classroom is child-friendly as well as teacher friendly. It help teachers as well as the students to know their ability and teacher can understand their needs through the friendly classroom.

(vi) Encourage active participation :-

The main feature of this inclusive learning friendly classroom is that it places children at the centre of learning and encourages their active participation in learning. It helps such students became active and creative.

(vii) Development of self :-

In inclusive learning friendly classroom, children and the teachers are not just responsible for their learning and activity participate in it and developed their self-esteem. Learning is linked to what children want to be in life and it is meaningful for this daily lives.

(viii) Provides Resources :-

Inclusive learning friendly classroom provides the teacher with the best resources possible for teaching, it lives them opportunities to learn how to teach better.

(ix) Protects violence and abuse :-

Inclusive learning friendly classroom protects all children from harm, violence and abuse. The friendly classroom is active, where students actively and enjoyably participate in the classroom learning without any violence and abuse.

These are all about the various characteristics of Inclusive learning friendly classroom.

After the discussion of this topic now I am going to discuss about 'How can we overcome the barriers of inclusion':-

Inclusion is about changing the traditional concept of segregated system. It is about bringing a revolutionary step in the process of education. Inclusion is not possible without bringing the change in the traditional belief and values. To bring changes is natural but to make change is not easy from the following points we can overcome the barriers of inclusion:-

(i) Engagement with disability study :-

To develop an inclusive culture, it is important to remove the misunderstanding and misconception about inclusive education. People must have correct and proper understanding of inclusive education. To remove the barrier of lack of understanding about inclusion, efforts should be made to engage people with disabilities studies and importance of such study at all levels of the education system.

(ii) Cultural shift :-

Cultural shift is required for children and adults. It is important to engage in listening and learning together. It will help to develop an universal design of learning. This will help to remove the barrier of communication.

(iii) Model of full inclusion :-

Negative attitude of the parents and teachers towards the special children stands as a stumbling block in the path of implementation of the inclusion. Inclusion in the form of full inclusion model should be accepted as a broad based policy for the education of all the children without discrimination of any kind, both in the government schools and aided non-government schools.

(iv) Teacher Education :-

To remove the barrier of the implementation of the inclusive education top priority should be given for the pre-service and in service teacher education for the teachers associated with the students for equipping them with the necessary knowledge skills, attitudes for working in an inclusive set-up. Teachers

are the personal who play the most crucial role in bringing an inclusive approach by showing a positive attitude towards the diversity of students.

(v) Resource facilities :-

Lack of resources is the barrier which stands on the path of successful inclusion. To remove this barrier essential support services like services of the special education teachers, experts, resource room facilities, aids and equipment the environment, modification should be well available to the teachers and students working in inclusive set up.

(vi) Collaboration :-

Collaboration paves the way to create a platform where in skill of the personnel's engaged in inclusive setting can be implemented to address diversity in the inclusive set up. Collaboration encourages feelings of positives interdependence promote creative problem solving merge the unique talents of skillful educators and lead to an acceptance of mutual responsibility of student learning.

(vii) Inclusive Policy :-

This are some policies which create contradictory situation in the inclusive setting, this create the policy barrier learner in implementing inclusion. Inclusive policy is not often seen as a mainstream issue but a variant of special educational needs policy. It is important to make sure that disabled children's needs are part of general policy.

(viii) Improved transportation system :-

Lack of adequate transportation system is the important barrier for children with disabilities to access to education equally. Therefore, efforts should be made for collaboration with the disability NGO's to provide tricycles for those who need them.

(ix) Curriculum :-

In any education system, the curriculum is one of the major obstacles or tools to facilitate the development of more inclusive system. The curriculum can facilitate the development of inclusive setting when it leaves room for the centre of learning or the individual teacher to make adaption so that it makes better sense in the local context and for the individual learner.

(x) Improvised plan :-

One of the remedial measures for overcoming the barrier for inclusion is an appropriate plan towards ending segregated education. Learning from the international context, with collaboration from state, government NGO's families,

schools, with adequate support and resources along with opportunities a plan should be developed.

These are all about the various points which can overcome the barrier of inclusion.

Conclusion:-

In this assignment, I had discussed about the characteristics of building inclusive learning friendly classroom and how can we overcome the barrier of inclusion.

Thus we can concluded as the above mentioned suggestive measures the barriers in the path of implementation of inclusive education can be eradicated. Barrier free inclusive setting can meet the actual goal of inclusive education. Overcoming the barrier paves the way for development of inclusion.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.

Q. No. Unit – IV (20):-

Write a note on Rehabilitation Council of India Act 1992.

Ans. To the Q. No. – IV (20):-

Title: - 'A note on Rehabilitation Council of India Act 1992.'

Introduction:-

In the Paper – 11, i.e. 'Inclusion in Education', I got the assignment topic, 'A note on Rehabilitation Council of India Act 1992.

Government of India took initiative for the establishment of Rehabilitation Council of India (RCI) in 1986 under the ministry of special welfare. For equipping this body with some legal authority parliament of India in 1992 enacted its first piece of legislation related to special education the Rehabilitation Council of India Act.

Main Discussion:-

Rehabilitation Council of India Act 1992:-

Rehabilitation Council of India was enacted by the parliament through the Rehabilitation Council of Indian Act 1992. It is a statutory body working under the aegis of the Ministry of Social Justice and Empowerment. Government of India. The RCI Act was amended by the parliament in 2000 to make it board based and giving more powers and responsibilities to the council. The main objectives of the functioning of RCI lies in exercising its responsibility toward standardizing and regulating the training of professional and personal in the field of rehabilitation and special education throughout India.

Objectives of RCI:-

- (i) To regulate the training policies and programmes, in the field of rehabilitation of persons with disabilities.
- (ii) To bring about standardization of training courses for professionals dealing with disabled persons.
- (iii) To prescribe minimum standards of education and teaching of various categories of professional personnel dealing with disabled persons.
- (iv) To recognize institution/organization/Universities running Master degree/bachelor's degree/PG diploma/Diploma/Certificate course in the field of rehabilitation of disabled persons.
- (v) To recognize degree/diploma/certificate awarded by foreign universities/institutions or reciprocal basis.
- (vi) To promote research in rehabilitation and special education.
- (vii) To maintain central rehabilitation register for the registration of professional personnel.
- (viii) To collect information on a regular basis on education and training in the field of rehabilitation of disabled people from institutions in India and abroad.
- (ix) To encourage continuing education in the field of rehabilitation and special education.
- (x) To recognize vocational rehabilitation centre as manpower development centre.
- (xi) To register vocational institutions and other personally working in the vocational rehabilitation centers.
- (xii) To recognize the National Institution and apex institutions on disability as manpower development centers.
- (xiii) To register personnel working in National Institute and apex institutions on disability under the Ministry of social justice and empowerment.

These are all about Act of Rehabilitation Council of India, 1992.

Conclusion:-

In this assignment, I had discussed about 'Rehabilitation Council of India, Act 1992.

Thus, we can concluded as RCI lies in exercising its responsibility towards standardizing and regulating the training of professional and personnel in the field of rehabilitation and special education throughout India Violation of this norm may result in to prosecution at the hands of RCI.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.

Q. No. Unit – IV (21):-

Write a note on Persons with Disabilities Act, 1995 (Equal opportunities Protection of right and full participation).

Ans. To the Q. No. – IV (21):-

Title: - 'A note on Persons with Disabilities Act, 1995 (Equal opportunities Protection of right and full participation).'

Introduction:-

In the Paper – 11, i.e. 'Inclusion in Education', I got the assignment topic, 'A note on Persons with Disabilities Act, 1995 (Equal opportunities Protection of right and full participation).'

A very significant land mark in the history of special disability education of India has been the enactment of the persons with Disabilities Act 1995. It is a quite composite act covering all aspect of education and economic rehabilitation of the disabled. This legislation stipulate that the appropriate governments and the local authorities shall ensure that every child with a disability has access to free education in an appropriate environment teill he attains the age of 18 years. For this purpose, it recommends making changes in assessment and curriculum and removing architectural barriers to support inclusion. It also recommends providing free books and uniforms to children with disabilities.

Main Discussion:-

Persons with Disability Act 1995:-

It is very common in our society that disabled persons are generally deprived from gaining their equal opportunities and rights. We generally forgot that some peoples are there in our society who is differently abled or disabled but still they were human being.

As per provision of the persons with Disabilities (equal opportunities protection of right and full participation) Act, 1995, there is a provision of the working of an office of the chief commissioner at the Government of India level under the administrative and financial control of the Ministry of social justice and empowerment, Government of India.

Rights of Persons with Disability under the Disabilities Act, 1995:-

Various initiatives were taken under this act for the persons with disability by providing equal opportunity, human rights and a congenial environment for peaceful living with their families and society as well These are –

(i) Equal Opportunity :-

Rights to equal opportunity with the non-disabled. Rights to protection of the legal rights of the disabled. Right to full participation in the affairs of the life at par with those who are non-disabled.

(ii) Disability have been given legal definition :-

The disabled have the right to be taken care of and rehabilitated in the mainstream of life in terms of this Act and the Government and other authorities. The disabled have been statutorily recognized by this Act and the various forms of disability have been given legal definition.

(iii) Take preventive step :-

It is the duty of the central and state Government to take preventive step so that the occurrence of disabilities is arrested, provide training to the staff at primary health centres, improve hygiene health and sanitation measures and create awareness amongst the people on the causes and measures to be taken to prevent disability.

(iv) Provide free education :-

Every child with disability is entitled to provide free education in appropriate environment up to the age of 18 years and the Government should set up special schools for imparting special education, promote integration of disabled students in normal schools and provide opportunities for vocational training to disabled children.

(v) Free books and equipment's :-

Disabled children having studied up to fifth class can continue their education as part time students, through open schools or open universities and are entitled to special books and equipment's free of cost from the Government.

(vi) Develop new assistive devices :-

It is the Government duty to develop new assistive devices, teaching aids and special teaching material so that disabled children may have equal opportunities in education.

(vii) Set up teacher training institutions :-

The Government has to set up teacher training institution for training children

(viii) Reservation of Posts :-

All Government educational institutions and aided institutions shall reserve upto 3 percent seats for persons with disabilities. Vacancies are to be reserved in poverty alleviation schemes. Incentives are also be given to employers to ensure that 5 percent of workforce is composed of disabled persons.

(ix) Special Employment Exchange to provide for the disabled who seek employment has to be set up by the Government.

(x) Housing and Rehabilitation purpose :-

Disabled persons will also be entitled to preferential allotment of land at concessional rates for housing and for rehabilitation purpose.

(xi) No discrimination :-

There shall be no discrimination of the disabled in transport facilities, traffic signals on the road, on inbuilt environment. Neither shall there be any discrimination of the disabled in matters of Government employment.

(xii) Recognition of institutions :-

The Government will regulate recognition of institutions for the disabled or for those with servers the state commissioners will look into the complaints with respect to matters relating to deprivation of rights of the disabled.

(xiii) Avail on attempt to avail benefits :-

The children who avail an attempt avail benefits meant for the disabled in fraudulent manner are punishable with imprisonment up to 21 years with payment of fine up to Rs. 20.00.

These are all the about the person with disabilities Act (Equal opportunities protection of rights and full participation, 1995).

Conclusion:-

In this assignment, I had discussed about a note on persons with disabilities Act (Equal opportunities, protection of rights and full participation, 1995).

Thus, we can concluded as to overcome all such problems. Government of India had established persons with Disability Act, 1995 for establishing equal opportunities protecting Rights and help in establishing full participation in all aspects of society. This Act was generally cover up the person with Blindness, Low, Vision, Leprosy, Hearing impairment, Locomotor disability, Mental Retardation and Mental illness.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.

Q. No. Unit – IV (22):-

Write a note on the National trust for the welfare of persons with autism, mental retardation and multiple disabilities Act, 1999.

Ans. To the Q. No. – IV (22):-

Title: - 'A note on the National trust for the welfare of persons with autism, mental retardation and multiple disabilities Act, 1999.

Introduction:-

In the Paper – 11, i.e. 'Inclusion in Education', I got the assignment topic, 'A note on the National trust for the welfare of persons with autism, mental retardation and multiple disabilities Act, 1999.

In 1999, Government of India come up with the National Trust for welfare of persons with Autism cerebral palsy, Mental Retardation and Multiple Disabilities Act. The focus of this act has been to protect and promote the rights of persons with autism, cerebral palsy, mental retardation and multiple disabilities on a national level. It is an autonomous body working under the administrative and financial control of the Ministry of social justice and empowerment, Government of India with its jurisdiction to the whole of India except the state of Jammu and Kashmir. Now, I am going to discussed about this Act in detailed.

Main Discussion:-

The National Trust for the welfare of person with autism, mental retardation and multiple disabilities Act, 1999:-

The National Trust for the welfare of persons with autism, mental retardation and multiple disabilities Act was enacted by the parliament of India during 50th year of the Republic. The Act was established throughout the country except Jammu and Kashmir. This Act was very precisely defines the meaning of certain unusual problems under its jurisdiction. **The Act defines:-**

- (i) 'Autism' as a condition of uneven skill development primarily affecting the communication and social abilities of a person, marked by repetitive and ritualistic behaviour.
- (ii) "Mental Retardation" means a condition of arrested or incomplete development of mind of person which is specially characterized by sub-normality of intelligence.
- (iii) 'Multiple Disabilities' means a combination of two or more disabilities.

Major Objectives:-

- (i) To enable and empower persons with disability to live as independently and as fully as possible within and as close to the community to which they belong.
- (ii) To strengthen facilities to provide support to persons with disability to live within their own families.
- (iii) To extend support to registered organizations to provide need based services during period of crisis in the family of persons with disability.
- (iv) To deal with problems of persons with disabilities who do not have family support.
- (v) To facilitate the realization of equal opportunities protection of rights and full participation of persons with disability.

Consisting Board of the Committee:-

- (i) A chairperson appointed by the central government amongst the person of expertise and experience in the field of autism cerebral palsy, mental retardation and multiple disability.
- (ii) Nine person appointed in accordance with an agreed procedure prescribed amongst the registered organizations of which three members, each belongs to voluntary organizations, associations of persons with autism, cerebral palsy mental retardation and multiple disability and from association of persons with disability.
- (iii) Eight persons as ex officio member of the rank of joint secretary to the Government of India nominated by the Central Government representing the Ministries or Departments of social justice and empowerment, women and child development, health and family welfare finance, labour, education, urban affairs and employment, rural employment and poverty alleviation.
- (iv) Three persons as members nominated by the board representing the associated of trade, commerce and industry engaged in philanthropic activities.
- (v) Member's secretary ex officio of the rank of joint secretary from the Ministry of social justice and empowerment, Government of India (for working as chief Executive Officer).

The function of this board is aimed towards:-

- (i) Enabling and empowering persons with disability to live as independently and as fully as possible within and as close to the community.
- (ii) Strengthening facilities to provide support to the persons with disability to live with their own families.
- (iii) Extending support to registered organizations to provide need based services during the period of crises in the family of disabled persons.
- (iv) Dealing with problems of disabled persons who do not have family support.
- (v) Promoting measures for the care and protection of persons with disability in the event of death of their parent or guardian.
- (vi) Evolving procedure for the appointment of guardians and trustees for persons with disability requiring such protection.
- (vii) Facilitating the realization of equal opportunities, protection of rights and full participation of persons with disability.

Conclusion:-

In this assignment, I had discussed about the National trust for the welfare of persons with autism, mental retardation and multiple disabilities Act 1999.

Thus, we can conclude as this act has been focused to protect and promote the rights of persons with autism, cerebral palsy, mental retardation and multiple disabilities on a national level.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.

Q. No. Unit – IV (23):-

Write the role and responsibility of Teacher, Family and community for Inclusive Education.

Ans. To the Q. No. – IV (23):-

Title: - 'The role and responsibility of Teacher, Family and community for Inclusive Education.'

Introduction:-

In the Paper – 11, i.e. 'Inclusion in Education', I got the assignment topic, 'The role and responsibility of Teacher, Family and community for Inclusive Education.' Before going to discuss about this topic. I want to explain the true meaning of Inclusive Education'.

The basic means of inclusive education is education of all students, where everyone can equally participate in learning process. It also means that all children attend and welcomed by this neighbourhood schools in age appropriate regular classes. They are also supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education brings all students together in one classroom. It should be noted that simply placing children with and without disabilities together does not produce positive outcomes.

Now, I am going to discuss about the role and responsibility of Teacher, Family and community for Inclusive Education.

Main Discussion:-

The Role and Responsibility of the Teachers, Family and Community for Inclusive Education:-

Now, I am going to discuss about this topic in detail one by one:

The Role and Responsibility of the Teachers for Inclusive Education:-

Before going to discuss about this topic; first of all we have to know the true meaning of teacher.

Teacher is a person who helps students to acquire knowledge, competence or virtue. The word Teacher means those person whom are the second parents of the students. Teacher is a person who gives not only the knowledge but also inspiration to live.

Role and Responsibilities of Teachers for Inclusive Education:-

Common teaching strategies does not suit to exceptional in the class. Some modifications are need to be made in them to achieve the objectives of special education. The role and responsibility of Teachers for Inclusive Education are mentioned below:-

(1) Precision Teaching :-

Through this teaching the teacher can analyse and improve the performance of students. Students' progress is constantly evaluated in terms of objectives and efforts are always made to improve the skills. Five steps involve in precision teaching are given below:-

- (i) The teacher identifies the target behaviour pinpointed in the first step.
- (ii) The teacher or the student counts and records the baseline rate of the behaviour i.e. entering behaviour of the student is evaluated before the actual teaching begins in the class.
- (iii) By relating the baseline behaviour with the content, the teacher writes short term objectives.
- (iv) Then the teacher tries an instruction method or combination of methods and regularly evaluates and records the changes in the behaviour of students.
- (v) If students performance is found in adequate after evaluation, necessary changes in the instruction approach are introduced.

(2) Ability training :-

Ability training is used by the teacher when students is need instructions in pre academic skills for example, if a student is unable to differentiate between a geometric shape of figure and a letter, the teacher gives him different type of figures to match with each other.

(3) Direct Instruction :-

In this method instruction is directly related to the teaching goals, here instructional procedure is divided into certain steps on the basis of various skills. The steps involved in this method are as follows:-

- (i) Skills to be taught is identified first.
- (ii) Small steps involved in the mastery of the skill are analyzed.
- (iii) Rules for putting the steps together are formulated.
- (iv) Students are taught all these step one by one.
- (v) Students are evaluated on the basis of various steps that they follow and performance on the skill in accurate form.

(4) Learning Strategies Training :-

This training teaches the students how to learn the content and how to demonstrate their knowledge like direct instruction, step by step procedure is followed here also.

This strategy is also based on the two assumptions given below:-

- (i) Students monitor themselves. Here student acts as an observer for his own behaviour and records the mistake committed by him. If they are told how to minimize their mistakes, they will learn better.
- (ii) Self-correction is possible. He can correct his own mistakes by comparing them with the model supplied to him.

(5) Study skill Training :-

Handicapped students generally lack organizational and study related skills needed to respond to academic tasks and they also feel difficulty in the acquisition of these skills.

Archer and Gleason (1989) developed a set of training exercises to teach study skills to students. Some of these exercise are given below:-

- (i) Gaining information from a textual material.
- (ii) Self-questioning from the text.
- (iii) Attending to maps and graphs that accompany the content.
- (iv) Answering comprehensive questions from the text.
- (v) Writing summaries of materials read.

(6) Cognitive skills Training :-

Benjamin S Bloom has identified six levels of cognitive objectives knowledge, comprehension, application, analysis, synthesis and the last and the highest one is evaluation. Through this skill, the teacher can evaluate the students and develop their decision making skills and also develop the creative thinking.

(7) Behaviour Therapy :-

Behaviour therapy a very much needed when teacher deal with gifted or retarded children. It is the process of arranging environmental events systematically to influence the behaviour of a child. The teacher can change the attitude and behaviour of the child through this therapy.

(8) Social skills Training :-

Handicapped children generally lack social skills. It is important for the teachers to teach the social skills and behaviours to students. They can learn easily, use readily and are powerful enough to elicit positive responses from others.

The social skills taught should increase the social competence of learners as well:-

- (i) Friendship skills – getting, joining and learning activities.
- (ii) Social maintenance, skills – helping, cooperating, competing etc.
- (iii) Conflict resolution skills.
- (iv) Classroom etiquettes.
- (v) Family norms.

These are all about the roles and responsibility of teacher's for Inclusive Education.

Role and Responsibility of Family for Inclusive Education:-

Before going to discuss about this topic first of all we have to know the true meaning of family.

Family is the first place where children can learn their behaviour at home. The member of the family can encourage their children to fulfill their dreams.

A handicapped child first belongs to his family. He is made in future in the manner, how he is responded and behaved by the family. The role of special education in the context of the family is being discussed below:-

(i) Psychological Effects :-

It may cause the child to be deprived of certain abilities e.g. the emotional and intellectual development of a two years old normal child will be more than that of a handicapped child. In this way, he may either be aggressive to the environment or fearful of it. Therefore, it is the responsibility for the parents to encouraged their children to overcome their exceptionalism.

(ii) Physical Effects :-

Emotional outrage burst in the handicapped may cause physical illness i.e. psychosomatic or neurotic problems are very commonly seen. Similarly, if child is maladjusted in the family or the society. His parents may also face is given equal importance in the family as their normal child, then the unique relationship developed between the parents.

(iii) Realistic (Coping with situation) :-

They may adopt a realistic attitude towards the problem and does not try to ride anything. This type of reaction is useful for parents for their children. This will help them to guide their child in the desired manner.

(iv) Denial of the reality of handicap :-

Handicap if occurred in the family is a reality but is most of the time denied by parents due to shame or stigma attached to the disability in the society. It is useful for parents to some extent as it helps them in bringing the mind into balance but excess denial of reality is fatal.

(v) Self-pity more than the desired care for child :-

This is a type of over protection given to the child on account of pity. He may start questioning or suspecting God, why he has made a blind or paralyzed child for him or what wrongs with him. Thus, parents may either become as theistic or they may take solace in their religious beliefs.

(vi) Ambivalence toward the child :-

Additional responsibilities; anxieties and irritations caused by such children which become a routine part of their life produce ambivalent parental reaction. A parent accepts and love their children due to the natural love created by them.

(vii) Economic Adjustment :-

Economic self-reliance is necessary for self-respect and may be essential to lead a married life also. If he is not given extra educational facilities by considering his specific impairment, he will not be fully adjusted in the society vocationally or economically.

These are all about the role and responsibility of family for Inclusive Education.

The role and Responsibility of community for Inclusive Education:-

Before going to discuss about this topic, first of all we have to know the true meaning of community.

The word 'community' means to serve together for a common goal. Community is a group of people either living together on a geographical place of land. A community may be big or small depending on the number of people joining the group ranging from four or five persons to hundreds of millions.

The role and responsibility of community for Inclusive Education are mentioned below:-

(i) Equal Opportunity :-

Equality of opportunities for the disabled children means right to give equal opportunity in all activities of the community. For this purpose, the community may be provided with some facilities for assistance, protection like other people of the community.

(ii) Motivate their parents :-

The people of the community should motivates the parents for promoting the inclusive education. The parents should provide natural love to their special children like other children. The people can create them active and encourage to do the social activities.

(iii) Social Adjustment :-

Social adjustment to a large extent depends on the social relationship ranging from love and friendship to increasing social horizons. If the child is not getting proper change of socialization, the children are not able to adjust in the society properly. They can participate in the social activity in the society.

(iv) Equal education for all :-

The people of the community should tell parents of those disabled children to provide education for all. Equal participation is required for those children also and they have the rights to acquired knowledge equally.

(v) Reservation facilities :-

The people of the community should provide some reservation facilities in the society. The community should not be thought them as a burden and always encourage them to do their activities in the society.

(vi) Involved in decision making :-

The people of the community should involved in decision making like the other children of the community. The people of the society sometime accepts their decision when it is possible or right decision of their life.

(vii) Encourage their Inclusive children :-

The people of the community to encourage those disabled children to achieve their goal and always motivate them to participate in all the societal activities.

There are all about the role and responsibility of community for Inclusive children.

Conclusion:-

In this assignment, I had discussed about the role and responsibility of Teacher, family and community for Inclusive Education.

Thus, we can concluded as they will have the equal right to get education in the same manners as normal's have. They have the equal participation and equal opportunity in their activities. Therefore, the teacher, family and community plays a great role and responsibility to encourage and motivate those Inclusive children.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.
- (ii) <https://slideplayer.com/amp/13732847/>

Q. No. Unit – IV (24):-

Write the role and responsibility of Government and NGO's for Inclusive Education.

Ans. To the Q. No. – IV (24):-

Title: - 'The role and responsibility of Government and NGO's for Inclusive Education.'

Introduction:-

In the Paper – 11, i.e. 'Inclusion in Education', I got the assignment topic, 'The role and responsibility of Government and BGO's for Inclusive Education. Before going to discuss about this topic, first of all I want to explain the true meaning of Inclusive Education.

The basic means of inclusive education is education of all students or including all, where everyone can equally participate in learning process. It is also means that all children attend and welcomed by their neighbourhood schools in age appropriate regular classes. They are also supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education brings all students together in one classroom. It should be noted that simply placing children with and without disabilities together does not produce positive outcomes.

Now, I am going to discuss about 'the role and responsibilities of Government and NGO's for Inclusive Education.'

Main Discussion:-

The role and responsibilities of Government and NGO's for Inclusive Education:-

Now I am going to discuss about this topic one by one.

The role and responsibilities of Government for Inclusive Education:-

At the top most level, two central ministries namely Ministry of social justice and Empowerment and Ministry of Human Resource Development, Government of India, New Delhi are responsible for the organization and administration of rehabilitation care and special or disabled education in the country. Government also cooperates and coordinates with the Ministry of Social Justice and Empowerment for implementing the programme and policies of meant for the education of the children with disabilities in a number of ways.

(1) National Institutes :-

Government of India provide seven National Institutes working under the Ministry of Social Justice and Empowerment for inclusive Education. Ministry of social justice and empower also coordinates in monitoring the services of other national institutions working of other national institutions working in the field of rehabilitation.

(2) National Handicapped Finance and Development cooperation of India (NHFDC) :-

National Handicapped Finance and Development cooperation of India, registered under section 25 of the companies Act 1956 starts for an organizations working under the administration and financial control of the Minister of Social justice and Empowerment NHFDC functions as an apex institution for providing lands on concessional terms for undertaking self-employment ventures by the persons with disabilities. Government goes along with the following objectives:-

- (i) To promote economic development activities and self-employment ventures for the benefits of persons with disability.
- (ii) To assist self-employed individual with disability in marketing their furnished goods.

(3) Artificial Limbs Manufacturing Corporation of India (ALIMCO) :-

Artificial Limbs Manufacturing Corporation of India situated at Kanpur (UP) is a company registered under section 25 of the companies Act, 1956. The moto of this act is to serve the needs of the special children with not profit earning motive. This Act stands to serve the following main objectives:-

- (i) Manufacturing orthotics/prosthetic and rehabilitation aid required by the disabled in the country.
- (ii) Training orthotic/prosthetic technicians and engineers.
- (iii) Camping out research and development in the field of orthotics and prosthetic.

(4) Office of the joint secretary social defense :-

In the case of the care and welfare of the social malades, it is mainly concerned with –

- (i) Prevention and treatment of drug addiction and alcoholism.
- (ii) Prevention, treatment and welfare of delinquents.
- (iii) Care and protection of street, deprived and neglected children including their education and rehabilitation.

(5) Ministry of Human Resource Development, Government of India :-

Ministry of Human Resource Development is very much associated with the adjustment and education of the special children through a number of centrally sponsored schemes, programmes and provisions.

NCERT, CBSE, KVS, NVS, etc. these organizations in relation to their role played in providing education to the children with special needs.

(6) NCERT :-

National Council of Educational Research and Training is an apex resource organization set up by the Government of India. It provides the necessary academic and technical support for the improvement of school education and carrying out various schemes and programmes, launched by Government of India in the field of school education, including the education of the children with diverse needs.

These are all about the roles and responsibility of Government.

Role and Responsibilities of NGO:-

The role of non-governmental organizations is quite commendable both at the rehabilitation and educational fronts. They are establishing special education for the various categories of disabled children. Besides this they are also helping in the task of identification, early intervention, rehabilitation and other types of welfare of the special children.

Important special education plans collaborate with NGO are given below:-

(i) Residential Institution :-

These residential institutions in the form of hospitals, asylums and boarding schools are managed and administered privately and by the government both. The residential institutions range all the way from schools which provide relatively short term care, rehabilitation, education and training for the mildly or moderately retarded which provides lifelong custodial care for the totally dependent individual.

(ii) Vocational Rehabilitation Centres :-

These centres are opened to provide vocational training to handicapped individuals. They are first registered in these centres and then professional's vocational trainers train them in their selected field. They are also given information about where they will get job after training.

- (a) Be severely handicapped.

- (b) Be of employable age by the time the training completes.
- (c) Be interested in such services and their importance.

(iii) Sheltered workshop :-

In these workshop employment oriented training and jobs are provided to those handicapped who can not be trained or employed in normal competitive situations because of their unique nature of disabilities. These workshops provide training and employment both.

(iv) Special day school :-

Special schools for different types of handicapped children are opened exclusively for the purpose of educating them. In such schools special facilities and equipment's are provided and the services of special teachers who are especially trained to teach handicapped children are hired to provide care and education of these children. Separate schools are established for different categories of handicapped e.g. school for blind, school for deaf and dumb etc. These children are so unique in their needs and abilities that they are unable to adjust in normal schools.

(v) Provides useful devices :-

Some NGO's provide some special facilities and appropriate devices to schools for the special children. They improve the schools' equipments like desks and benches, infrastructure of the school and transportation system.

These are all about the some roles and responsibilities of NGO's.

Conclusion:-

In this assignment, I had discussed about the role and responsibilities of Government and NGO's.

Thus, we can concluded as that Government and Non-Government Organization are doing commendable job in providing access to the education and welfare activities meant for all these children with special needs at the grass root level.

Reference:-

- (i) Mahanta, Dr. N. N, Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.

Q. No. Unit – IV (25):-

Discuss the Inclusive Education with reference to SSA and RTE.

Ans. To the Q. No. – IV (25):-

Title: - 'The Inclusive Education with reference to SSA and RTE.'

Introduction:-

In the Paper – 11, i.e. 'Inclusion in Education', I got the assignment topic, 'The Inclusive Education with reference to SSA and RTE.' Before going to discuss about this topic, first of all I want to explain the true meaning of 'Inclusive Education'.

The basic means of Inclusive Education is including all or education of all children, where all children can equally participate in learning process. We have come across the concept of Inclusive education in detail. There are various national and international policies, plans, acts which have been framed and implemented on behalf of education of the important policies and plans also. Here comes about role of SSA and RTE in inclusive education. SSA and RTE are the most significant educational scheme of 21st century in India.

Now, I am going to discuss about the Inclusive Education with reference to SSA and RTE in detailed.

Main Discussion:-

The Inclusive Education with reference to SSA and RTE:-

Before going to discuss about this topic, first of all I have to know the true meaning of SSA and RTE.

SSA: - The full form of SSA is Sarva Siksha Abhiyan, it was created in 2000. It is an initiative which translates to 'Education for all'. Sarva Siksha Abhiyan is government of India's flagship programme with a view to achieve universalization of elementary education (UEE) in time bound manner.

RTE: - The full form of RTE is Right to Education Act. The right of children to free and compulsory Education Act or Right to Education Act (RTE) is an Act of the parliament of India enacted on 4th August' 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in Indian under Article 21.

The Inclusive Education with SSA:-

The government of India needs to bridge the gaps in their education system to build a strong system of inclusive education in India. SSA is that bridge which can build a strong system of inclusive education SSA is not a disability specific programme, but rather a disability inclusive programme with specific aspects that benefits people with disabilities.

There are three major parts of SSA programme that benefits people with disabilities:-

(i) Rs. 1200 Allocation per annum :-

The first part is a Rs. 1200 allocation per annum per child with disability. This money is supposed to go towards assistive devices, materials in alternative learning formats and anything else that would assist children with a disability in being included in a mainstream classroom.

(ii) District priority :-

The second part of SSA what is designed to include students with a disability is the policy that each district will formulate its own plan for children with disabilities.

(iii) Zero Rejection Policy :-

The third part is that key will be encouraged to collaborate to further support these students with disability.

The role of SSA for inclusive children:-

Sarva Shiksha Abhiyan provides so many provisions to access inclusive children. The following are the components under quality access to inclusive children by SSA:-

(i) Individualized educational plan (IEP) :-

Under SSA, it was estimated that an IEP should be prepared for every child with special needs in consultation with parents and experts. The IEP should review the effectiveness of various strategies and support services used by children with special needs periodically.

(ii) Curricular access :-

The curricular for quality access to CWSN must be inclusive as in NCF 2005. It should be ensured that same curriculum be followed for children with special needs but with little adaption. It would be important to provide textbooks and curriculum in accessible formats.

(iii) Resource Support :-

Under SSA trained special educators for resource support should be appointed as posted at the block or cluster level particularly for teaching special skills to children with special needs.

(iv) Teacher training :-

Regular school teachers on effective classroom management of children with special needs, intensive teacher training should be under taken. This training should be recurrent at block/cluster levels and integrated with ongoing in service training schedule in SSA. All training modules at SCERT, DIET and BRC level should include a suitable components on education of children with special needs.

(v) Aids and Appliances :-

All children requiring assistive devices are provided with aids and appliances obtained through as far as possible, convergence with the Ministry of Social justice and Empowerment, state welfare departments, National institute; voluntary organization and NGO's as well as SSA funds is also used for this purpose.

(vi) Educational placement :-

Under SSA, every possible effort is made to place every child with special needs in the neighbourhood schools with needed services like mobility training, Braille, sign language etc.

(vii) Removal of architectural barrier :-

Efforts are made to remove architectural barriers in school for every access and providing all kinds of disabled friendly facilities in school and educational institutions. Development of innovative design for schools to provide an enabling environment for children with special needs.

These are all about the Inclusive Education with reference to SSA.

The Inclusive Education with reference to RTE:-

The government of India decided to make Amendment 21A of the constitution giving children between the ages of 6-14 the right to free, appropriate and compulsory education into an Act. In 2005, the Rights to Education Act was drafted by the Ministry of Human Resource Development. The Right to Education Bill (RTE) was drafted in 2005, but it was not implemented in the year in 2009. The act was passed and the bill was put into full effect in 2009.

The key objectives of RTE is universalization of elementary Education. Therefore inclusion of all children in education is one of the important vision of RTE.

Inclusive education is envisaged by RTE in form of following ways:-

(i) Special training :-

RTE emphasize that provision of 'special training' must be made to ensure school preparedness of children with special needs. All children with special needs who are not enrolled in school or have dropped out, will first be enrolled in a neighbourhood school in appropriate should be included.

(ii) Home based education :-

RTE shares the idea that the existing non-formal and alternate schooling i.e. including home based education option for children with disabilities can be react as special training. RTE stresses that the training may be resident, non-residential or even home based as per the specific requirement of children with special needs.

(iii) Provide education for all :-

RTE emphasis on the fact that if a child turns 6 and is not in the school, the child will be admitted in to age appropriate classrooms and provide equal education for all. It will not be admitted into a classroom based on their perceived level of education.

(iv) Provide legal entitlement :-

RTE put much emphasis on awareness building on child rights and entitlement. It provides a legal entitlement for children belonging to any section having varied need to integrate their participation with mainstream intervention to ensure meaningful programme an equity.

(v) Set gender sensitive classroom :-

RTE sets gender sensitive classroom in the school. In classroom, the teacher should give equal importance to both boys and girls. It should not be biased among them because of their gender.

(vi) Include marginalized children :-

RTE act guarantees elementary education is a neighbourhood school, the neighbourhood can be the best unit for identification of marginalized children specially the disabled one.

(vii) Ensuring inclusive strategies :-

RTE emphasized on mapping exercise and ensuring inclusive strategies is the school development plan. The teacher should use innovative methods and strategies to teach those special children.

These are all about the Inclusive education with reference to RTE.

Conclusion:-

In this assignment, I had discussed about the Inclusive Education with reference to SSA and RTE in detailed.

Thus, we can conclude as it means equal opportunity for all children to complete elementary education irrespective of their gender, religion, caste, social, economic, culture or linguistic, background and geographical location as well as different needs of the student. Therefore, the role in inclusive education.

Reference:-

- (i) Mahanta, Dr. N. N., Borah, H.N. and Adhikary, A (2019). Inclusion in Education. Panbazar, Guwahati, Mani Manik Prakash.