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**“IMPLEMENTATION OF INCLUSIVE EDUCATION
FOR CHILDREN WITH SPECIAL NEEDS IN
KARNATAKA”**

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“Implementation of Inclusive Education for Children with Special Needs in Karnataka”

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Abstract – Karnataka needs to develop a cogent policy, strategy or an action plan on inclusive education of children with special needs that can address the state specific needs and realities with a long-term vision. Thus, there is a need to put together a state policy, strategy and action plan for the education of children with special needs, define the roles and functions of various departments functionaries pertaining to this issue and also identify areas where state capacities need to be strengthened in order to meet the challenges of education for children with special needs.

In this context, state policy on inclusive education for the benefit of children with special needs has been developed under the chairmanship of commissioner for public instruction as per the guidelines given by the secretary for primary and secondary, Govt. of Karnataka.

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INTRODUCTION

The National Curriculum Framework for School Education (NCFSE) (2000), brought out by the NCERT, suggested inclusive schools for all without specific reference to pupils with SEN as a way of given that quality education to all learners. The inclusion of children with special needs /impairments (CWSN) in commonplace schools and classrooms is presently a part of provided that equity issues in the overall internalization of primary education (SSA).The constitutional amendment in education is the fundamental right which includes all children including children with special needs. This concept of inclusive education is included into the policy documents of numerous international organizations.

Objectives of policy on education for CWSN: -

1. The government has to give the highest priority to enhance their education system to allow them to include all children regardless of individual differences or difficulties.
2. The government has to accept as a matter of law or policy the principle of inclusive education, enrolling all children in usual schools unless there are convincing reasons for doing otherwise.
3. The training program for the teachers has to include the education of disabled children and recognition of disabled offspring.
4. All children have access to general education

system, to expand the coverage to reach the unreached population.

5. Inclusive education (IE) in Indian context is for children with disabilities, at the national level, the National Policy on Education (NPE), 1986 and the Program of Action (1992) gives the essential guiding principle framework for education, emphasizing the need to correct existing inequalities. It stresses on reducing dropout rates, improving learning achievements and increasing access to students who have not had an easy chance to be a part of the mainstream system. The NPE, 1986 envisaged measures for integrating the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence (MHRD, 2005).

What is Inclusive Education?

It is the execution of the 'policy and process' that allows all children to contribute in all programmes. 'Policy' means that disabled children should be conventional without any limitations in all the educational programmes meant for other children. It denotes equal opportunity, and accepts every child with his own unique capabilities. This principle must be accepted by all the international, national and limited programmes. The 'process' of inclusion denotes the ways in which the scheme makes itself welcoming to all. In provisions of inclusion of disabled

children, it means the shift in services from 'care of the disabled child' to his 'learning and personal development'. Inclusive education goes one step auxiliary by defining these children as 'children with special needs' who require special attention, rather than children who are 'impaired' or 'handicapped'. Inclusive education is nothing but 'Making the programme for disabled children as an essential part of the universal educational system rather than a system within general education'.

According to NCFSE- Segregation or isolation is good neither for learners with disabilities nor for general learners without disabilities. Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices (NCERT, 2000). Inclusive Education prepared by the MHRD (2003) uses the following definition:

Inclusive education means all learners, young people—with or without disabilities being able to learn together in ordinary preschool provisions, schools, and community educational settings with appropriate network of support services (Draft of Inclusive Education Scheme, MHRD, 2003).

Why Inclusive Education?

The impact of inclusive education for students is as follows-

- Expenditure the time in school day along with classmates who do not have disabilities provides many opportunities for social communication.
- Teachers often develop higher standards of performance.
- General and special educators in inclusive settings be expecting appropriate conduct from all students.
- Students are skilled age-appropriate, efficient components of academic content, which may never be part of the curriculum.
- Attending inclusive schools increases the probability that students will continue to participate in a variety of integrated settings throughout their lives(Ryndak and Alper, 1996).

Existing provisions for Inclusive Education in Karnataka-

Education Department-

- **SSA –Inclusive Education(Primary Education)-**
- Under SSA the state government is provided that with facilities as identification of CWSNs,

assessment, aids and appliances, resource teacher, education materials, accessible schools and toilets, attentiveness programs etc with a budget allocation of Rs 3000/- per child per anum. Following activities are conducted in this section;

- Access Planning - Girls; SC/ST; Minorities among CWSN
- Excellence schooling as per standards
- Transition facilitation class to class Head Teachers/Teachers' ability building sensitization.
- CWSN friendly projects on school subjects.
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➤ **IEDSS Scheme (Secondary Education)-**

The Central Ministry of Human Resource Development initiated new proposal called Integrated Education for Disabled Children in Secondary schools (IEDSS) with the major intention of providing equal education opportunities for children with disabilities in the regular school system. Karnataka is implementing this through NGOs under the minority department of education. Underneath this scheme resource teachers are provided. Children are also given certain encouragement like book allowance, equipment allowance, transport allowance, etc (Rs. 3000 per child per year).

➤ **Karnataka Secondary Education Examination Board (KSEEB)-**

The following concessions are available for the children with special needs (CWSNs) in the Board Examination on prior permission:

- Additional time to write exam
- Engrave for needy children
- Pasting green stickers on the SSLC Examination answer sheets for CWSNs.

➤ **Dept. of Women & Child Development-**

State government has initiated towards CWSN related programmes such as intrusion, recognition, counseling support services to the parents and community etc

➤ **Department of Health and Family Welfare**

Under school health programme (Suvarna Arogya Chaithanya) the state government is given that facilities such as, health assessment camps at school level and providing health cards, Corrective surgery, etc.

➤ **Department of Rural Development and**

Panchayath Raj In whole allocation, 3% of fund is reserved for persons with the disability at the panchayath level.

Department of Social Welfare

Provides 3% of reservation for CWSNs in Hostels.

➤ **Objectives of policies on inclusive education-**

1. The governments have to give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties.
2. The governments have to adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools unless there are compelling reasons for doing otherwise.
3. The training programmes for the teachers have to include the education of disabled children.
4. All children have access to general education system, to expand the coverage to reach the unreached population.

CONCLUSIONS

The paper represents that be short of of knowledge, educational access and skill, disabled children were primarily treated as unwanted and segregated from other children. Later their learning was carried out in special schools. In recent times there has been a shift towards having children with disabilities attend the same schools as non-disabled children. The educationists now feel that each child should be allowed to learn in his own way. The concept of inclusive education has been spelt out in the Salamanca statement and the framework for action on special needs education 1994. It states that all governments have been urged to "adopt as a matter of law or policy, the principle of inclusive education, enrolling all children in regular schools unless there are compelling reasons for doing otherwise". The basic premise is that the school should meet the educational needs of all children irrespective of their disabilities or limitations.

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