Social Inclusion: Awareness about Recent Policies and Schemes by Government of India in Inclusive Education

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Abstract

The topic of social inclusion is an emerging concept which is increasingly gaining interest in various areas including education, infrastructure, policies, research etc. regarding the inclusion of differently-abled child in the society. Social inclusion is important because it explores the capacity of the differently-abled individual within an inclusive environment. Basically, this paper focuses on the awareness among society people about recently created schemes, policies, and apps by the government of India for the disabled children to make their inclusion in the mainstream. Also, this paper will bring to light some real examples of social inclusion from different areas of society. This paper tries to provide awareness, information about the various facilities provided by the government of India. After having all these initiatives, our society not able to include disabled student due to various reason which is discussed in this paper and on the basis of which some suggestions are point out for the teacher to deal with such situation in education.

keywords*: Inclusive education, social inclusion, schemes/policies of government of India, apps for differently abled child.*

1.0 Introduction

Inclusion is an act or practice of including someone as a part of group, this group can be a family, school, community or society. And when inclusion is done at the level of society, then it is called social inclusion.

Generally, the word inclusion considers for disabled persons but, inclusion is about all of us for learning to live together. It is true that class represent the small group of society in which everyone come from the different environment and have different problems. Social inclusion is one of the ways through which a teacher can solve the problems of students by involving them in various activities, but these problems may be difficult to solve for a differently abled student. For this reason, teacher should aware about the ways through which student get better and appropriate environment for their development without biases. Not only at the level of the classroom but there are many schemes and policies which were made by the government of India to include the disabled child in the mainstream at different levels as well as in different areas because social inclusion has many benefits[1] such as :

➢ Individual strength develops

➢ Student work on self-goals by observing the participation of the other students of their own age.

➢ Social inclusion includes students, teachers as well as their parents

➢ Social inclusion provides opportunities for accepting the individual differences

➢ Social inclusion affects positively the disabled student when merging them with other students.

So, by applying the social inclusion approach in education a teacher can give an inclusive environment to the disabled child where they can learn with their own pace and style within a nurturing inclusive environment. This paper focuses on the various initiatives taken by the government of India, community or group for social inclusion. These initiatives include scholarships, free books, free education etc. The aim of this paper focuses on the awareness

about schemes, policies, applications among people (these peoples can be a teacher, student, parents or anyone from the society), who help the needed students. Also, some recent examples are included in this paper regarding social inclusion of disabled students in different areas such as public sectors, in education, in society etc. More specifically, the objectives of this paper include:

- To aware of the recent schemes created by the government of India for special children's
- To give information about some software applications which help in the development of the child with different disabilities
- To aware about the various facilities which are given to the differently abled student by the government of India
- To draw out suggestions for the teacher to give an inclusive environment to the student for their development.

  Before knowing the initiatives taken by the government of India, let's study the beginning of inclusion in India.

1.1 Background

The government of India created various policies[2] regarding special education since independence in 1947 to ensure the right for every child for basic education. The formal initiatives were taken by the government of India are given in table (Table I) :

Table I:

Schemes for special children since independence up to 2010

Schemes	Year	Features
Kothari Commission	1966	Importance of Educating Children with Disabilities
Schemes	Year	Features
Integrated Education for Disabled Children (IEDC) Scheme	1974	All Student with Disabilities Has An Opportunity To Complete 4 Years Of Secondary Schooling (Class 9-12) In an Inclusive Environment. Provide Educational Opportunities and Facilities Support the Training of School Teachers to Meet the Needs of Children at Secondary Levels.
National Policy On Education (NPE) and the Programme of Action	1986 1992	For Including Children with Special Needs among Other Group Children
District Primary Education Projects(Dpep)	1994-95	The Philosophy of Inclusion is Added In 1997
Sarve Shiksha Abhiyan (It Includes Zero Rejection Policy)	2001	Universalization of Elementary Education (For Achild with Special Needs(Cwsn))
National Curriculum Framework	2005	Include The Clear Context of Inclusive Education
IEDC Was Revised and Named "Inclusive Education Of The Disabled At The Secondary Stage"(IEDSS)	2009-10	To Provide an Assistant for the Inclusive Education of the Disabled Child at Ninth And Tenth Classes.

After studied different schemes and policies by the government of India before 2010, now let's study the various current initiatives taken by the government of India for differently abled child.

1.2 recent Inclusive Education Initiatives

As it is clear from the background that the government of India contributing continuously in the field of inclusive education. There are various schemes and policies which are created by

government of India recently and these initiatives are discussed below regarding inclusion for differently abled children in education.

1.2.1 Schemes and Policies

To enhance the level of education, the government took several initiatives[3] in 2016. But due to lack of awareness about these policies or schemes among teachers and scholars, students were deprived of getting the best way for their development. These are the list of several initiatives :

1.2.1.1 Chunauti 2018 Policy

Under this policy, the government ensures that every student despite their cognitive challenges are given fair attention and opportunities for improving their abilities. The Delhi government has undertaken an active initiation to test and find out the learning disabilities condition in student such test includes the dyslexia condition, hyperactivity disorder, and other learning disabilities conditions. This will help them to give a right and proper environment with guidance to ensure student could read and write before they reach class eighth.

1.2.1.2 BRICS Nations Adopts Inclusive and Equitable Quality of Education

Majority of problems can be solved by giving the proper education. So, BRICS nations also realize the need and importance of education and they adopt the "new Delhi declaration on education" resolving to ensure the inclusive and equitable quality of education which leads to promoting opportunities for lifelong learning for all.

1.2.1.3 Free Textbook to Female Students

For the inclusion of girls from 9-12, free textbooks, uniforms and notebooks are distributed by the Jharkhand school of education and literacy department.

1.2.1.4 UP GOVERNMENT distribute rupees 267.30 crore among 89,100 meritorious girl students under scheme KANYA VIDYA DHAN.

1.2.1.5 HINDI is included in engineering colleges, decided by the Madhya Pradesh government, keeping in mind the problems faced by the student from various parts of the country, who studied in regional languages.

1.2.1.6 Student with special needs in Maharashtra will now get concessions in academics and examinations of class 1-9 and 11by the stategovernment. They have a benefit as they can avail writers of elder age with permission of their school.

1.2.1.7 Banglore University announced Free of Cost Higher Education to Orphan Students

There are many children from weaker section and orphans who are not able to afford higher education, so for these children free education to master's degree courses are provided.

1.2.1.8 Saksham Scholarship Scheme.

This scholarship is implemented by MHRD (Ministry of Human Resource Department) through All India Council for Technical Education (AICTE) to provide encouragement and support to differently abled students. There can be 1000 such students get benefited and able to pursue the technical education in a year. This scholarship is applicable for those students whose family income is less than Rs 6 lakhs per annum. Under this scheme, student get tuition fee of Rs 30000/- or Rs.2000/- per month for 10 months as incidentals.

1.2.1.9 National Overseas Scholarship for Students with Disabilities

This scholarship provided to the disabled student to pursue programmes in higher education including master's degree and Ph.D. outside India.

Not only this, government of India is set to launch the ACCESSIBLE INDIA CAMPAIGN, which will help in making India a more disabled-friendly nation. This accessibility is regarding public places, television programs, and many more.

1.2.2 Initiatives taken by GOI through accessible India Campaign

Accessible India Campaign targeted to make at least 50% government buildings disabled friendly in each of the state capital and central capital till the end of May 2018 and also make

25% of the public transport vehicles under the government as disabled friendly. There are 7 such initiatives taken by this campaign.

➢ An audit of 100 government buildings would be done in 2016 which is converted into fully accessible buildings.

➢ A team of expert will be made with the help of which awareness programmes and workshops will be done, for the sensitizing main stake holders (including builders and activists).

➢ People can comment and upload pictures on a web portal which will be created regarding accessibility of any building.

➢ To make TV programmes more useful for visually impaired children, the government is planning to introduce set-top boxes with a special button on the box which converts text on TV into voice.

➢ Sign languages will be introduced in more than 25% of the programmes, starting with Door darshan, to make television more disabled-friendly.

➢ Screen reader programmes will be present on the websites of the government. These programmes convert text into speech mode for visually impaired children.

➢ To provide information on disabled-friendly public utilities in a city a mobile app will be launched.

➢ There are many more different types of mobile apps which are helpful for the special child as well as for every child who has difficulty in learning.

1.3 Apps for Inclusion of Special Child

Technology plays an important role in our daily life including almost all areas such as in homes, in education, in offices etc. But one of the vital roles which is emerging now is that technology also very useful in the development of a disabled child. There are different apps[4] for different disability. Some apps are given in the table (Table II).

Table II :

<div align="center">List of apps and their features</div>

Name of App	Includes	For Whom
Lear with Rufus	Identifying facial expressions and recognizing emotions	Young learners and special needs student who experience difficulties in telling apart male and female faces
Montessori numbers	Basic math competencies and introduce numeric order, decimal system, countingto 1000, comparing quantities, addition and subtraction.	For all students who have difficulty in understanding the relationship between quantities and numbers that signify them.
Proloquo2go	Speech difficulties	People with autism, cerebral palsy, down syndrome, apraxia, aphasia or traumatic brain injury
Video scheduler	Self-discipline: A student will be able to work independently with little or no help from the teacher.	For Autism Spectrum Disorder (ASD) student and those struggling with time and task management.
The sounding out machine	Reading and decoding: It sounds out difficult words and models how to pronounce them.	Helpful in class as it is work with books
Super why	Interactive literacy game and engaging activities with words, letters, rhyming and spelling	For students with splinter skill in reading- they read very fast without a proper understanding

(http://www.gettingsmart.com/2017/01/7-apps-for-working-with-special-needs-students/)

There are many such applications which are available for different type of disabilities in a child to make them included in society. Some of these applications are free while some are paid and

are available on Android as well as on tablets. To see the results of such initiatives can be understood by the following examples.

1.4 Examples of Social Inclusion

There are many schemes and policies which are created by government for the inclusion of students irrespective of their caste, color, religion, disability etc. Example of such work and other news indicating the inclusion in different ways :

➢ Textile stands, wheelchair, ramps, toilets, railings etc. are made for the *differently abled passengers* at the central India airport. Also, switches made up with *Braille lipi* is made in lifts.

➢ Abin Chaudhary is a famous *architect* from Kolkata. He said that it is a social responsibility if an architect that he made things which are comfortable and safer for children, older persons as well as differently abled children.

➢ Shalini is a 14-year-old girl, who is only *visually impaired child* in her school among 1068 children in the school of Sikar, Rajasthan. She won 4 gold medals in Para-athlete. All this is possible because of inclusive environment given by that school.

➢ Initiative by *palival community*: Ramakrishna garden situated at MR-9 east ring road, Indore. This school is up to 8th class and there are 256 students who take free education. Now it will be going to start 9th and 10th class in which 200 more students will take admission from 1-15 April 2018. Here, all the teachers are female and focus on quality education and discipline. There is the advanced computer lab, library etc facilities are available. Any child can take admission in this school.

1.5 Reasons for Lacking in Social Inclusion

Above are some positive example of social inclusion but still, there are many reasons due to which India lacking in social inclusion, let us deal with some of the reasons below :

As per the latest update, according to 2011 census[5] (updated in 2016), the total number of disabled populations is 2.68 Cr out of 121 Cr population of India, this is 2.21% of the total population. The majority (69%) of disable population are resided in rural areas (i.e., 1.86 Cr disabled persons) and belong to age group 10 to 49. Out of the total disabled person (26814994) only 26.6% (7143577), are literate. If three fourth of the disabled children are not getting a compulsory education, then how they include in the mainstream. It implies that education system not able to include this population or lacking in educational inclusion.

Trained teachers in special education are also one of the main reasons that our education system not able to give a proper and inclusive environment to the differently abled students. They have Lack of awareness about different schemes, policies and software application among teachers due to which they not able to guide properly to differently abled children.

➢ Unfriendly with techniques: even sometimes people know about the techniques which can be used in the development of the concept in differently-abled students, but due to lack in using these techniques they not able to provide proper education.

➢ Lacking the positive attitude of society for differently abled people. Whatever, the facilities provided by the government, the development and social inclusion not possible until the attitude of society changes for disabled persons.

On the basis of above reasons, some of the suggestions for teachers can be included at an individual level to include the disabled children among classroom which leads to school then community or society and final at the level of nation.

1.6 Suggestion for Teacher

➢ The teacher is a person, which act as a connecting link between the student and content. As more as this linking is good the more will be learning to take place. And for a special child, it is very important that how teacher include it is his/her class. some suggestions are given below regarding the inclusion of such children in education :

➢ A teacher should aware of the scheme of different disability and give this information to the needed child to merge them in mainstreams.

➢ A teacher should aware about the policies created by government for special children

➢ A teacher should use the different apps for better understanding and clear the concept if needed

➢ If needed a teacher should give guidance regarding problems of education for such children time to time.

➢ A teacher should be trained to handle the disabled child at both rural and urban level.

1.7 Conclusion

The government of India is working on inclusive education since from the independence by creating various schemes and policies for differently abled children. Not only at the level of school but also at the level of society by providing facilities in different areas and by creating applications at an individual level so that child can learn by itself. But it is essential now to build an inclusive environment or society through this approach to inclusive education. This effort is going to challenge the commonly held beliefs but surely develop a new set of core assumptions regarding social inclusion. Education inclusion is not a merely method for teaching the disabled child, but it stresses on equal participation of all regardless of the intensity and severity of a child's disability. A good social inclusive environment is that in which not only the student teacher, but the involvement and cooperation of parents and community is essential to meet the challenges of disabled children.

Refrences

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