

INTEGRATED EDUCATION: INDIAN POLICIES AND ROLE OF TEACHER

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Abstract

The concept of integrated education arises as outcome of National policy of education, 1986 recommended to provide equal opportunity to all not only for access but also for success. Integration signifies the process of interaction of disabled children with normal children in the same educational setting. Integration also means 'mainstreaming' or 'Normalization'.

As disabled children are treated with normal children. The present research is to study the Concept of Integrated Education, Indian Policies and role of teachers with prime aims (i) To understand the concept of Integrated Education. (ii) To discuss the concept of Integrated Education and the National Policies. (iii) To discuss the role of teachers for Integrated Education.

The present theoretical paper based on the Integrated Education: Indian Policies and Role of Teacher. The present paper focuses on the educational program in which exceptional children attend classes with normal children on either a part or full time basis. The present paper discusses the concept of integrated education arises as outcome of National policy of education, 1986 recommended to provide equal opportunity to all not only for access but also for success. The present paper focuses on the integrated education emphasizes placement of children with disability in mainstream school.

The present paper studies the National policies and the interrelation to the integrated education. Also the present paper focused on role of teacher in integrated education. The students-teacher interaction is very significant in the integrated education.

Key words: *Integrated Education, National Policies*

Introduction:

Integrated Education is the educational program in which exceptional children attend classes with normal children on either a part or full time basis. It is placement of the disabled children in ordinary schools with some specialized educational help and services. It does not necessarily integrate all the students who are away from the education for any reason like physically, mentally, socially deprived or because of any cast, creed, gender, race, ability, disability, life style etc.

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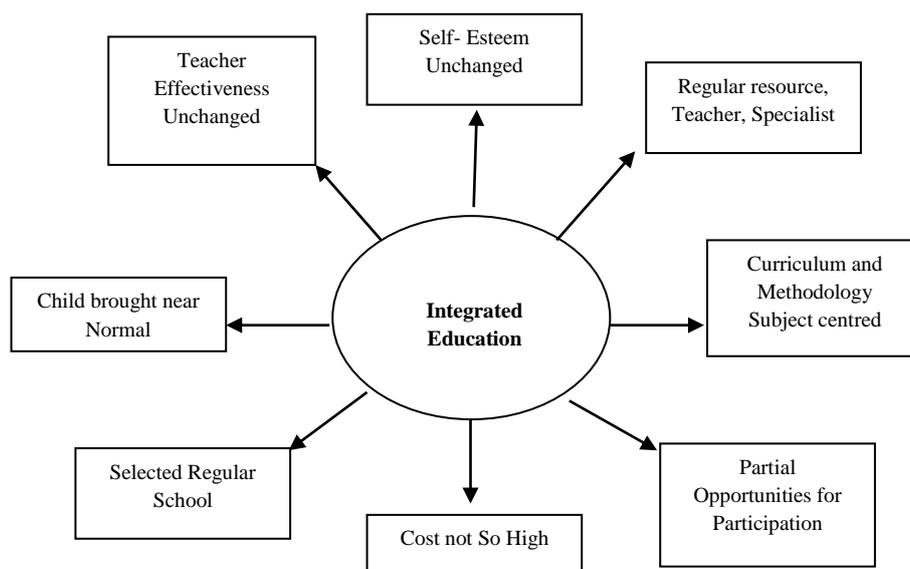
Integrated education emphasizes placement of children with disability in mainstream school. The major thrust is on attendance. The school system remains rigid and as a result very few children with disability are able to cope with the demands of such a rigid system. This is a system that does not accept many of our children with disability on the basis of not being prepared enough.

In other words, in integrated education, the child is seen as a problem and not the system. S/he is considered to be different from others and if s/he cannot learn it is her/his problem. Hence, integrated education is based on the medical model of disability and views a child with disability with clinical blinders needing remedy.

Objectives of Study:

1. To understand the concept of Integrated Education.
2. To discuss the concept of Integrated Education and the National Policies.
3. To discuss the role of teacher in the Integrated Education.

Following are the Key aspects of Integrated Education:



Importance of Integrated Education: It does not create a feeling of differentiation among disabled children. It helps to remove inferiority complex among disabled children. It provides peer group help in learning from normal children. It provides disabled children a chance to enjoy school life with normal children. It ensures social integration.

It inculcates affection, love and respect for disabled children among normal children. It is less expensive as special infrastructure is not required. Special learning material and specially trained teachers are not appointed. Disabled or challenged students may get help from peers for learning and get motivated for learning.

Indian Policies on Integrated Education:

The Constitution of India (26 November 1949) clearly states in the Preamble that everyone has the right to equality of status and of opportunity. The Article 41 of the Directive Principles of the Indian Constitution supports the right to work, to education and to public assistance in certain cases including disablement. Further, Article 45 commits to the provision of free and compulsory education for all children up to the age of 14 years. Based on this, the Constitution (86th Amendment) Act, 2002, has been enacted by the Parliament making education a fundamental right of all children in the age group of 6-14 years.

The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (1992) stresses the need for integrating children with disability with other groups. The objective to be achieved as stated in the NPE, 1986 is “to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence”.

Integrated Education for Disabled Children (IEDC), in the 1970s, the government launched the Centrally Sponsored Scheme of IEDC. The scheme aimed to provide educational opportunities to learners with disability in regular schools and to facilitate their achievement and retention. Under the scheme, hundred per cent financial assistance is provided for setting up resource centres, surveys and assessment of children with disability, purchase and production of instruction materials and training and orientation of teachers. The scheme is currently being revised to reflect the paradigm shift towards inclusive education.

The Tenth Five Year Plan (2002–2007) aimed to provide Universal Elementary Education by the end of the Plan. It also aimed to provide basic education for the un-reached segments and special groups. The special interventions and strategies like pedagogic improvement and adoption of child-centred practices are focused on groups like girls, Scheduled Castes and Scheduled Tribes, working children, children with disability, urban deprived children,

children from minority groups, children below the poverty line, migratory children and in the hardest-to-reach groups.

The Sarva Shiksha Abhiyan was launched to achieve the goal of Universalisation of Elementary Education. This adopts a ZERO rejection policy and uses an approach of converging various existing schemes and programmes.

The **National Education Policy (NEP-2016)** recommends that curriculum should help learners to become constructors of knowledge and emphasizes the active role of teachers in relation to the process of knowledge construction. Now the teacher education has undergone many welcome changes. Newly emerged trends are practiced in the teacher education institution.

Role of Teacher in the Integrated Education:

The role of the teacher in an integrated teaching and learning environment is to assist students with making connections and therefore finding meaning through an educational process. Making this process a reality, means that education should be student centered. Howard Gardner (1994) in his book *Multiple Intelligences in the Classroom* states that multiple intelligence theory opens the door to a wide variety of student-centered teaching strategies.

- Develop good attitudes in students and teachers as well. e.g. Cooperation, Mutual respects etc.
- Improve human relationship between teacher-students, teacher-teacher, students-students.
- Help healthy emotional development in students.
- Facilitate socialization through participation in interactive and cooperative learning activities.
- Improve students discipline and moral behavior.
- Develop creativity in students through activity based learning, games etc.
- Improve standard of quality of learning.
- Create a structured classroom. This may include designating separate areas for group and individual work and centers for reading or art, as well as creating a daily class schedule.

‘Let us work together

Think together

Achieve together

With no hatred to each other.’

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