



How Inclusive Practices applying as New Approach in Modern Era

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Abstract

Inclusion largely depends on teachers' attitudes towards pupils with special needs and on the resources available to them. Inclusion and segregation, indeed, certain difficulties may be encountered by letting children attend mainstream schools. However, considering the positive impact of inclusion, inclusion appears to be an educational system worth striving for. The concept of inclusion may have its own set. Inclusion and segregation, indeed, certain difficulties may be encountered by letting children attend mainstream schools. However, considering the positive impact of inclusion, inclusion appears to be an educational system worth striving for such disadvantages can be resolved primarily through effective training of educators. Educational systems should not be constricted to norms and established practices. Rather, education should be adapted based on the needs of the children and correct conceptualization of their disabilities.

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I-Introduction

Inclusive education provides opportunity for children with disabilities to be taught in a regular classroom with their normal counterparts. This approach has social advantage and parents have expressed satisfaction with the progress of their children in this direction. A number of factors such as poor planning, traditional practices and beliefs, attitudes of teachers, administrators, and students affect the implementation of inclusive education. If we are to make progress in inclusive education, and attain the development goals for children with disabilities, the issues raised and addressed in Salamanca must be revisited. A final important issue at the Inclusion practices is to improve teacher's and classroom's level is a teacher's sensitivity and skills in order to enhance significant social relations between pupils. Particularly for children with special educational needs (and their parents) meaningful interactions with non-disabled peers are of utmost