Inclusive Culture: A Benchmark of I.Q.A.C.

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Abstract:
According to Daniels (1999) the term "inclusion" has become part of the terminology of special needs education. The basic premise behind inclusive education is that the higher education should needs education. The basic premise behind inclusive education is that the higher education should meet the education need of all students irrespective of their physical, intellectual, social, emotional, linguistic or other consideration interfering in learning. In recent time it is very commonly agreed view that disability should not be equated with inability, disability issue should be treated as development and human rights issue, inclusive education is not a separate but an integral part of general education and all teachers should be prepared to teach all students.

Keywords: *Culture, Benchmark, I.Q.A.C.*

1. Introduction
Every child is born with some basic rights which are their right to survival, protection, participation and development. A large segment of our student population are continued to be deprived in respect of their right to education due to their disability-physical or mental. To bring the disabled student to the mainstream of the society by giving them education of a satisfactory quality to enable them to face life with courage and confidence. As special education services may segregate them and create inferiority complex. To inclusion in education system is emerging now and the process is called "inclusion". Inclusion education is an ideology and not a program. It is a concept of effective collages as where every student has a special place and teacher become facilitators of learning rather than providers of information. The ideal system of inclusion is that the general education system itself should made education of special needs children as its integral part. This implies that the general classroom teachers should be equipped with skills to address the educational needs of students with special needs with minimum or no assistance from program by including adequate component of education of disabled children in the general curriculum.

2. Inclusive Culture and Education
To achieve the goal of IE, the age-old education culture is to be changed. As we know the process of schooling has been evolving from elitist pursuit to democratic education and now we are moving towards the IE. The concept IE indicates a newer philosophy of education which should essentially be implemented in the school and college. Inclusive education may be considered as the core concern to achieve the charter of inclusion by the society. Actually, it deals not only with the cognitive domain but also the affective domain (via., feeling, emotion, attitude, commitment etc.) of the individual by which ultimately the common culture of IE may be formed.

3. Inclusive Culture and the Teacher's Role Promoting Inclusive Culture in the school/college
The grand total of all objects, ideas, knowledge, ways of doing, habit, value and attitude which each generation of a society passes on to the next is what the anthropologists often refer to as the culture of a group. And the transmission of culture means for coping with environment and treating to one another. The very goal of education is to achieve that towards a define direction. Teacher, being the

main instrument of education, can play the most significant role to promote the culture of inclusion in their respective school with the following practices:

- **Building college community**
    1. Making free environment to feel everyone welcome;
    2. Helping peer students each other;
    3. Collaborating teaching and non-teaching staff each other;
    4. Treating teachers and students each other with mutual respect;
    5. Developing partnership among teachers, administrator and parents and
    6. Involving local community, government and NGOs in the school.

- **Establishing Inclusive Values**
    1. Promoting high expectations for each of the students as a potential human being.
    2. Sharing a philosophy of inclusion among the teacher, student, administrators, community, etc
    3. Valuing students equality.
    4. Seeking to remove all barriers to collaborative learning and participation of
    5. Education a whole.
    6. Striving to minimize discriminatory practices.
    7. Establishing ethics of human rights in the collages.

- **Developing Education for All**
    1. Admitting all students to the school from the locality without any bases.
    2. Helping all new students to feel settled in the collage.
    3. Making the architecture of the building suitably accessible to all students.
    4. Orienting teaching staff to value each of the students properly.
    5. Appointing / promoting all sorts of staff fairly and objectively.
    6. Helping new staff to settle and orient with the inclusive culture.

- **Organizing Support for Diversity**
    1. Activating teachers to respond properly to student diversity.
    2. Reducing barriers to learning and participation by using the code of practice;
    3. Decreasing pressures for disciplinary exclusion;
    4. Reducing barriers to attendance and
    5. Coordinating all form of support for diversity.

- **Orchestrating Learning**
    1. Making lessons accessible to all students
    2. Developing lessons an understanding of difference.
    3. Involving students actively in their owqn learning.
    4. Helping students to learn collaboratively.
    5. Encouraging the achievements of all students through scientific assessment.
    6. Managing classroom discipline on the basis of mutual respect.
    7. Developing ,usual partnership in planning, reviewing and teaching of teacher
    8. Providing learning support assistance to support learning and participation of all students.
    9. Making lesson responsive to student diversity.
    10. Helping all students to take part outside the classroom.

- **Mobilizing Resources**
    1. Drawing upon all sorts of community resources;
    2. Utilizing internal human resources at the optimum level;
    3. Using student different as a resources for teaching and learning and
    4. Distributing all sort's resources collected to support inclusive culture.

4. Conclusion

In any professional, the professional excellence depends upon two major factors, the commitment of the professionals in his/her profession and the readiness to accept the new frontiers or challenges of the profession. That means mere competency and performance do not indicate professionalism.

Teaching is no exception. Thus, the quality of teaching profession depends not only upon the cognitive or psychomotor levels but also on the affective level of the teacher. Prof. Dave (1998) has identified major five commitment areas of an effective teacher. The enthusiasm and commitment of the general teachers are the catalyst to bring out the desirable IE in the academic programs. Those may also be selected to develop the culture of inclusion in our school, vis-à-vis in or country. The areas are:

- Commitment to inclusive Learners,
- Commitment to Inclusive Society,
- Commitment to Inclusive Teaching Profession,
- Commitment to Profession Excellence of IE and
- Commitment to Inclusive Value.

Undoubtedly, these are the new frontier of challenges to the contemporary teaching profession. The in-service and prospective teachers have to accept the challenge to take the leading role to change the society through the culture of inclusion. Thus, the issue demands focal attention in our teacher education programs on an emergency basis.

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