



Study of Inclusive Education

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ABSTARCT : Education is the process of human development in desirable fashion. Education lays the path of equality and empowerment. The world is full of diversities and individual differences. When a child is born, he is born with his exclusive abilities and competence of his body and mind. Some children have remarkable talents and aptitudes, while others are average and some suffer from some scarcity. Inclusion, the practice of providing programs that include children with and without special needs in the same setting, offers the best opportunity for healthy social growth and for the proper sequential development of learning skills. A good quality education makes an individual a right thinker, an independent decision maker, skilled worker and a better citizen.

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Introduction:

Inclusive education means that all students attend and are welcomed by their neighborhood schools to participate in all aspects of the life of the school without any biasness. Inclusive education direct us how to create and maintain our schools, classrooms, curriculum of programs and activities so that all students with and without special educational needs can learn and participate together. Inclusive education is an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination' (UNESCO, 2009, p.126)

The term 'Inclusive Education' has become so used and abused that it has little meaning. Inclusive Education means abandoning, labeling and special resourcing for individual needs in order to cut costs in the name of equality (Mohanty & Mohanty, 2013). Inclusive education is a process of enabling all students i.e. normal and special to learn & participate effectively within mainstream. It is a system in which all children from a given community learn together in the same school from same teacher. Provision of such a form of education inculcates a feeling of confidence in the minds of special children and offers them access to the formal system of education. Inclusion is an effort to make sure that students with special needs go to school along with their friends and neighbors while also receiving whatever specially designed instruction and support as they need to achieve high standard and succeed as learners.

Advani and Chadha (2003) states "Inclusive education aims to provide a favourable setting for achieving equal opportunity and full participation for all thus bringing children with special needs well within the purview of mainstream education. It recognizes the diverse needs of the students and



ensures equality education to all through appropriate curricula, teaching strategies, support services and partnership with the community and parents”.

Inclusion in Education:

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with nondisabled students. Implementation of these practices varies. (Allen and Schwartz, 2000)

Inclusion rejects the use of special schools or classrooms to separate students with special needs from students without special needs. Implementation of these practices varies. Inclusive education means different and diverse students learning side by side in the same classroom. They participate in student government together. And they attend the same sports meets and plays. Inclusive education values diversity and the unique contributions each student brings to the classroom.

In common parlance by ‘Inclusion’ in education we mean an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-special needs students. It is more effective for students with special needs to have that experience for them to be more successful in life. Practically, inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. As such schools with inclusive classrooms do not believe in separate classrooms. They do not have their own separate world so they have to learn how to operate with students without special help.

No doubt, implementation of these practices varies. Schools most frequently use the inclusion model for selected students with mild to moderate special (wikipedia.org/wiki/Inclusive_education) Fully inclusive schools, which are rare, do not separate “general education” and “special education” programs; instead, the school is restructured so that all students learn together. Inclusive education differs from the ‘integration’ or ‘mainstreaming’ model of education, which tended to be concerned principally with disability and special educational needs, and learners changing or becoming ‘ready for’ or deserving of accommodation by the mainstream.

By contrast, inclusion is about the child’s right to participate and the school’s duty to accept the child. Notably a premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Theoretically, feeling included is not limited to physical and cognitive disabilities, but also includes the full range of human diversity with respect to ability, language, culture, gender, age, race and of other forms of human differences.

In this context here it is apt to quote Richard Wilkinson and Kate Pickett who said, “Student’s performance and behaviour in educational tasks can be profoundly affected by the way we feel, we are seen and judged by others. When we expect to be viewed as inferior, our abilities seem to diminish”.

Inclusion has different historical roots which may be integration of students with severe disabilities in the US (who may previously been excluded from schools or even lived in institutions) or an inclusion model from Canada and the US (e.g., Syracuse University, New York) which is very popular



with inclusion teachers who believe in participatory learning, cooperative learning, and inclusive classrooms.

Inclusive education differs from the early university professor's work in *integration/integration* and *mainstreaming* which were taught throughout the world including in international seminars in Italy. Mainstreaming (e.g., the Human Policy Press poster; If you thought the wheel was a good idea, you'll like the ramp) tended to be concerned about "readiness" of all parties for the new coming together of students with significant needs. Thus, integration and mainstreaming principally was concerned about disability and 'special educational needs' (since the children were not in the regular schools) and involved teachers, students, principals, administrators, School Boards, and parents changing and becoming 'ready for' students who needed accommodation or new methods of curriculum and instruction by the mainstream.

By contrast, inclusion is about the child's right to participate and the school's duty to accept the child returning to the US Supreme Court's *Brown vs. the Board of Education* decision and the new individuals with Disabilities Education (Improvement) Act (IDEIA). Inclusion rejects the use of special schools or classrooms, which remain popular among large multi-service providers, to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities, in contrast to earlier concept of partial participation in the mainstream, and upon respect for their social, civil, and educational rights. Inclusion gives students with disabilities skills they can use in and out of the classroom.

Assumption of Inclusive Education:

1. All children and adults are a part of one social system.
2. Every child is special in one or the other way.
3. Exploitation and oppression free education is right of every child.
4. Every child is unique and equally valued. He has the potential of self-development if adequate resources are provided to him by the society.
5. Education does not aim only at cognitive development of children. It is just one dimension.
6. Inclusive education is a never ending process and always works for better adjustment of children in society.
7. Education is not bound to the walls of schools only, family, community and society can also be the permissible places of learning and acquiring knowledge.
8. The adequacy and success of any educational system is based upon barrier free, permissive and congenial environment conducive for teaching learning experiences.

Inclusive Classroom: Role and Relevance

An inclusive classroom is a general education classroom in which students with and without disabilities learn together. It is essentially the opposite of a special education classroom, where students with disabilities learn with only other students with disabilities. Inclusion in education is an approach to educating students with special educational needs. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. Implementation of these practices varies. Inclusive practice is an approach to teaching that recognizes the diversity of



students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment.

In fact, establishing a classroom tone that is friendly, caring and supportive, and that lets students explore the relationship between course material and personal and social experiences enhances, rather than undermines, students' learning.

Remarkably a practical approach to create an inclusive classroom is to use cooperative learning techniques. Interestingly under this system, the teacher provides clearly structured small-group activities that encourage everyone to participate. These techniques incorporate varied learning preferences and styles of participation and help create learning environments accessible to all students. In this process care does need to be taken to make sure that such groups do not reproduce the social dynamics of the classroom on a smaller scale, so, for the best results, the teacher must not only form groups consciously, but must also monitor group work carefully. Whichever methods you choose to make your classroom more inclusive, know that remaining sensitive to and flexible about the ways diverse populations communicate, behave and think, will help create a supportive learning environment for entire student community.

Basically, as more research is done into education and disabilities and how the two interact, general education teachers are finding themselves needing to teach in an inclusive classroom. An inclusive classroom is a general education classroom in which students with and without disabilities learn together. It is essentially the opposite of a special education classroom, where students with disabilities learn with only other students with disabilities. There are a variety of strategies and techniques you can use to create a productive and successful inclusive classroom.

Conclusion:

With the success of integration in the past two decades, the country is ready for a new and broader concept of inclusive education. Inclusive education is much more desired innovation in mainstream schools. It is based on equity and equality of opportunity for all children. Now inclusive education is considered as an integral part of the general education system. Inclusion aims at reinforcing better educational practices in the general school system which addresses the educational needs of all children with or without disabilities.

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