



A review of difference between Inclusive Education and Integrated Education

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Abstract:

Every kid is the nation's priority. They are the country's future citizens. Individual people must contribute to the development of a country. For this reason, the country is concerned about all children's health, happiness, accomplishment, contribution, safety, and success. One of the most recent initiatives toward accomplishing this aim is the Right of Children to Free and Compulsory Education Act (RTE Act 2009). Our role as educators is critical in achieving this national goal. Our active engagement in this process is critical in empowering all students, regardless of their differences. In education, the phrases inclusion and integration are used interchangeably. The distinction between inclusion and integration is that in integration, the special needs kid is integrated into the mainstream education, while this does not happen in inclusion. Both of these techniques are essential for giving successful education to the world's different youngsters.

Keywords: Inclusive, Integrated, Education, Relation

Introduction:

Inclusive education is a method of teaching all children who are at danger of being neglected in the educational system. It assumes that all students would be able to learn together since they will have access to the same educational resources. Parents, community members, teachers, administrators, and policymakers are all important players in the system. All of these individuals must be understanding of the various requirements of children. Rather than being seen as a problem, it should be viewed as an opportunity. The word 'Inclusive Education' has largely replaced the term 'Integrated Education' throughout the years. Many individuals in the world of education believe that these two names have the same meaning. They see it as only a shift in nomenclature. However, inclusive education encompasses much more than integrated learning. Over the years, the phrases integration and mainstreaming have been used to describe the trend away from segregating children with disabilities for educational purposes. Inclusive education is a wide word that refers to the elimination of child segregation for educational purposes. Let's make sure we're on the same page with these terminology.

“According to a United Nations Children's Fund (UNICEF)” study on the Status of Disability in India in 2000, almost 30 million children in India are disabled in some way. Twenty millions of India's 200 million school-aged children (ages six to fourteen) need special education, according to the Sixth All-India Educational Survey (NCERT, 1998). Despite the fact that the national average for overall enrolment in school in the country is a reassuring 90%, just 5% of children with disabilities are able to attend school.



According to the 2001 Census, India has 2.19 crore people with disabilities, accounting for 2.13 percent of the total population. Persons with visual, hearing, speech, locomotor, and mental problems are included. 75 percent of the crippled population lives in rural India, 49 percent of the disabled population is educated, and only 34% of the disabled population is self-sufficient in terms of earning a living. One of the least visible but most significant determinants in educational marginalisation is disability.

Inclusive Education:

The word "inclusive education," which is used throughout this book, refers to a view of inclusion as a method of education for all children. The human right to education is at the heart of inclusive education. Various international publications define inclusionary principles to guide nations in their attempts to implement a “rights-based approach to education. According to UNICEF, an education system is inclusive” if it welcomes and supports all children in their learning. No one should be left out.

Every child, including those with disabilities, has the right to an inclusive education (UNICEF, 2017). This statement is very similar to “UNCRPD General Comment No. 4 on inclusive education as a fundamental human right of all learners and a principle that values the well-being of all students, respects their inherent dignity and autonomy”, and recognises individuals' needs and ability to effectively participate in and “contribute to society (the United Nations, 2006).” Inclusion, according to “UNESCO”, is a dynamic method to reacting positively to student diversity and recognising individual differences as possibilities for enhancing learning rather than difficulties.

It is critical to think of “inclusion as a continuous process of systemic reform that involves changes in teaching and the curriculum, school buildings, classrooms, play areas,” transportation, educational strategies, and policies with the goal of providing an “equitable and participatory learning experience and an environment” that best meets the needs and preferences of all students in the relevant age range. As a result, the drive toward inclusiveness involves more than a technological or organisational shift; it is also a philosophical one. In order to successfully implement inclusion, governments must identify a set of inclusive principles as well as practical concepts to lead the transition to policies that address “inclusion in education (UNESCO, 2005).”

Inclusive Method of Teaching Practices:

In recent times, the number of varied learners has increased at a rapid speed with overall inclusive education classrooms mushrooming in various educational institutions. Teachers have become aware of the importance of accepting every learner as exceptional. Special educators realize that the current education practices are indeed not suitable for learners with special needs, and regular teachers frequently turn to special educators for supplementary ways to impart knowledge to their ever increasing diverse groups of learners. The national report on inclusive method of teaching practices recommend the following classroom practices:

The ‘LESS’ Theory

- Learners should be encouraged to be less passive.



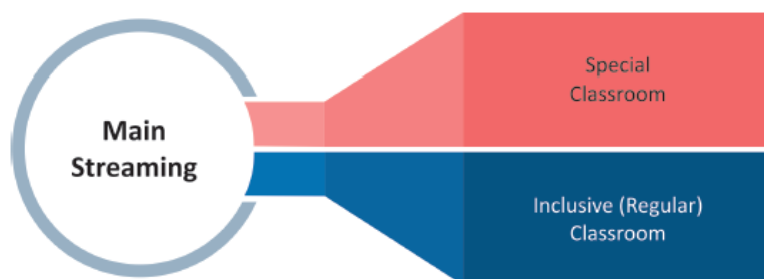
- Teachers should lay less or rather no emphasis on rote learning of text book material.
- There should be less number of such activities in the class as filling the blanks, completing identical worksheets/workbooks, and other such static activities.
- Teacher's instructions should be less directed to the entire class.
- Learners should spend less time on simply reading textbooks in the classroom.
- Teachers should waste less time in covering books and other study materials.
- Schools should emphasise less on competition and grades.
- Being silent in the classroom should be less rewarded.
- Standardized tests should be less relied upon.

The 'MORE' Theory:

- Schools should provide more choices for learners.
- Learning should be more activity oriented.
- Schools should lay more stress on democratic and free practices.
- Encouragement should be given to more detailed study of lesser number of topics.
- More cooperation and collaboration during activities should be encouraged.
- Schools should lay more stress on devoting time to reading complete and original text books.
- Teachers, administrators and parents, should play more varied and cooperative roles in imparting knowledge and evaluating learners' performance.
- Learning should be more investigational, inductive and practical.
- HOTS (Higher Order Thinking Skills) should be more emphasized upon, while understanding a subject.

Integrated Education:

What is the literal meaning of the word integration? "According to the Oxford Dictionary, the meaning of the word integration is the action or process" of integrating and the intermixing of people who were previously segregated. There should exist a feeling of mutual appreciation and respect for one another. Thus, it can be concluded that integration does not entail the participating parties to forego their individual characters, nor does it advocate stressing upon their variances. This in actuality is the correct and real form of integration. Based on the above explanation, the theory of integrated education stresses upon those methods which lay emphasis on seeing the learner and his/her personality in totality. The ultimate aim of integrated education is not solely about how to secure a decent job or making ends meet, rather it focuses on developing the underprivileged child as a complete human being. Integrated education works upon developing every individual facet of the child—mind, body, emotion and spirit, so that all of these can be integrated towards development of the individual as a whole person. In addition to this, the ideology of integrated education does not only rest upon the idea of making a person smart, but it also focuses on developing a good human being.



Source: Handbook for Teachers on Inclusive Education

The idea here is not only to provide knowledge to people, but also help them to translate that knowledge into their day to day activities in order to attain wisdom. The concept of integrated education, does not believe in drawing line of demarcation between school and society, education and human life, awareness and goodness, rather it works on the concept of holistic development. Now let us look at the origin of integrated education.

Difference between Inclusive Education and Integrated Education:

When our special needs children walk through the doors of a school, we often hear the phrases “integrated or included to describe the classroom setting” they will encounter. In certain circumstances, the words “integrated into a regular classroom and included” into a normal classroom may be used interchangeably to describe learners who have been 'included into a normal classroom.' However, there are some significant distinctions between the two. Understanding these variances might help us appreciate an “inclusive environment” that allows all learners to reach their full potential.

Integrated education	Inclusive education
Placement for children with disabilities in the regular school.	In addition to children with disabilities, other children who are at risk for education also should find a place in the neighborhood school
No segregation of children with disabilities	No segregation of children with disabilities, children who are socially, economically, culturally and linguistically disadvantaged
Students are expected to suit the existing education system	The education system will make suitable modifications to suit the needs of children
For additional support the child is placed in a resource room.	All the required support will be made available to the students in the regular classroom
The inadequacies of the students are highlighted.	Students are never made to feel inadequate as curricular and co curricular activities are modified to the requirement of the specific

Table –Difference between integrated and inclusive education



Integration models work with a view that there is something wrong that ought to be fixed in order to play a part in the contemporary education system. The provisions and variations that happen are used to force a learner into an “existing classroom setting”. The child has no choice, he/she either adjusts to these variations or faces failure. Ultimately, the child just ends up ‘going’ to school. Whereas, the inclusive method of education is based on the belief that all learners are unique, and all children have the capability to learn. Inclusive method of education does not talk about a child that needs to be altered or changed to make that him/her fit into any system. In fact, it is the school system that is changed so that individual needs of all learners can be met. In such a scenario children do not just end up going to school rather they ‘participate’ in school.

What is the best way to differentiate between inclusive education and integrated education? An important factor for defining whether a school is integrating or including learners can be ascertained by the kind of language that is used by people in the school. If they talk about additional variations or facilities to help the child fit into a classroom, it means that the school is following the integration method. It talks about dealing with problems, obtaining functional capabilities and assistance workers for the children. There is a need to ascertain the Individual Education Plan. If that focuses on approaches to aid a child fit into a classroom, the method adopted is integration. Schools using inclusive method of education will talk about helping everyone. People in the school will assert “how the classroom/school will be changed to support the success of a child.”

The talk will be about how the extra variations and services will be of an advantage to everyone. Rejoicing diversity, assisting everyone and providing a support worker for the class are the basis of their ideology. When observing the Individual Education Plan, schemes will be used to adjust and develop the classroom so that each and every participant of the class comes out successful. Inclusion entails facilitating everyone. Now, how do parents ascertain their ward’s school to be inclusive? Inclusion is all about developing relations. In order to help a school become inclusive, relations must be worked upon. The parents’ role is to assist this process by establishing a connection with the principal and teachers. They must offer to be volunteers at the school, and take their child along during their visits. This lets the school know their child, which will ease any fears.

Parents must strive to learn how the funding mechanisms of their child’s school system works. “This will help them talk to teachers and administrators about how extra supports will not only benefit their child, but other children also.” Thus, by being aware of the differences in the functioning and ideologies of inclusive and integrated schools, we can contribute positively towards our society and provide a helping hand towards the betterment and “education of children with special needs.”

Conclusion:

It is important to note that the primary difference between special educational systems and integrated education and inclusive education is that special education systems take an individual student-centric approach, whereas integrated education attempts to encourage students with disabilities to become part of the larger group, and an inclusive system adheres to the "education-for-all" philosophy. Furthermore, when compared to special education, integrated education and



inclusive education show greater promise in terms of enhancing the self-esteem and self-concept of children with exceptional needs than special education.

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