

Inclusive Education: Meaning, Need and Suggestions

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Education is a human right which ought to be accessible to everyone. Every citizen of a country has the right to improve their lives through education. The concept of inclusive education emerges from the human rights to education pronounced in universal declaration of Human rights in 1949. Rights of children as mentioned in Article 2 of the convention are equally important. It says that segregation of children with challenging needs is morally unjustifiable a violation of human rights. In other words, we can say that all children have the right to receive the type of education that does not discriminate on the grounds of disability, religion, language, gender, capabilities and so on.

The government of India is constitutionally committed to ensuring the right of every child to basic education. One of the earliest formal initiatives undertaken by Gol was integrated Education for Disabled Children (IEDC) scheme of 1974 (NCERT, 2011). In late 90s the philosophy of inclusive education is added in District Primary Education Programme (DPEP). This programme laid special emphases on the integration of children with mild to moderate disabilities, in line with world trends and become one of the Gol's largest flagship programmes of the time in terms of funding with 40,000 million rupees. Sarva Shiksha Abhiyan, launched to achieve the goal of Universalization of Elementary Education in 2001, is one such initiative. In 2005, the ministry of Human Resource development implemented a National Action plan for the inclusion in education of children and youth with disabilities. Furthermore, IEDC was revised and named 'Inclusive Education of the Disabled at the Secondary stage' (IEDSS) in 2009-10 to provide assistance for the inclusive education of the disabled children at 9th and 10th classes. This scheme now subsumed under Rashtriya Madyamik Shiksha Abhiyan (RMSA) from 2013. It is important to integrate these children into regular schools to help them socialise and built their confidence. Despite the apparent convergence of international policy and legislation around the inclusion agenda, the definition and meaning of inclusive education is still the subject of much heated debate and defining best practice is no simple task.

Inclusive education has been defined from various ways that addresses the learning needs of the differently abled children. The term inclusion shifts the focus from child to the school. Unlike integration which does not specify what should be done, inclusion with special education needs is involved as a full member of the school community with full access to and participation in all aspects of education. Inclusive Education is a new approach towards educating the children with disability and learning difficulties with that of the normal ones under the same roof. All learners with or without disabilities are able to learn together through access to common preschool provisions, schools and community educational setting with an adequate network of support services. These are the principles that guide quality inclusive education:

1. All children belong:

Inclusive education is based on simple idea that every children and family is valued equally and deserves the same opportunities and experiences. Inclusive education is about children with disabilities whether the disability is mild or severe, hidden or obvious – participating in everyday activities like they would if their disability were not present.

2. All children learn in different ways:

Inclusion is about providing the help children need to learn and participate in meaningful ways. Sometimes, help from friends or teachers works the best and other times, specially designed materials or technology can help. The key is to give only as much help as needed.

3. It is every child's right to be included:

Inclusive education is a child's right, not a privilege. The individuals with Disabilities Education Act clearly states that all children with disabilities should be educated with non-disabled children of their own age and have access to the general education curriculum.

NEED OF INCLUSIVE EDUCATION

Inclusion of students with disabilities in general education provide them opportunities to learn in natural, stimulating settings, which may also lead to increased acceptance and appreciation of differences. In order to achieve truly inclusive education, we need to think about and incorporate children with special needs into regular schools. Especially, because these kids face some sort of barriers to learning and participation in the classroom. As general education classroom include more and more diverse students, teachers realize the value of accepting each student as unique. In effective inclusive programme, teachers adapt activities to include all students even though their individual goals may be different. We have learned that inclusive education is a better way to help all students succeed. Researches show that most students learn and perform better when they exposed to the richness of the general education curriculum.

Here are the key findings about the benefits of inclusion for children and families :

Families visions of a typical life for their children can come true. All parents want their children to be accepted by their peers, have friends and lead regular lives. Inclusive settings can make this vision a reality for many children with disabilities.

► **Children develop a positive understanding of themselves and others.**

When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of differing abilities and cultures play and learn together.

► **Develop Friendship**

Schools are important places for children to develop friendships and learn social skills. Children with or without disabilities learn with and from each other in inclusive classes.

► **Children learn important academic skills**

In inclusive classrooms, children with and without disabilities are expected to learn, to read, to write and do math. With higher expectations and good instructions children with disabilities can learn academic skills.

► **All children learn by being together**

Because the philosophy of inclusive education is aimed at helping all children, learn everyone in the class. Children learn at their own pace and style within a nurturing learning environment. Also traditional students learn how to mentor and help others who are impaired.

SUGGESTION FOR QUALITY INCLUSIVE EDUCATION

To make inclusive education a reality we need to do the following :

- Ensure that educator have the training, flexibility, and resources to teach students with diverse need and learning styles.
- Ensure that kindergartens and schools receive adequate and sustainable financial support so that all activities and services are fully inclusive.
- Empower parents to assert their children's right to education in inclusive settings.
- Enable the entire community – including mainstream and special educators, social workers, parents and students to work together and participate in the design, delivery and monitoring of education, thereby reframing inclusive education as a shared responsibility governments should accountable for implementing antidiscrimination legislation, legal mandates for inclusion and policies to remove barriers.
- Teachers should create a classroom where all feel welcomed, valued, respected, physically and psychologically safe.

CONCLUSION

To enable the inclusive education, the Government of India needs to consolidate the responsibility for education under the Ministry of Education. Inclusive education need proper and strict implementation of policies which should reach to the disabled person to develop a nation because nation cannot develop until there are all citizen of country are not enjoying healthy and dignified life to get access to all (citizen of country are) opportunities of development. The best way to implement any scheme in this direction is to well inform the citizens who include teachers, administrators and students, but also people from all fields and also people having any kind of disabilities. By knowing about the different schemes they can best advocate themselves. It is very important to implement an inclusive education system that teachers should be trained in such a way so that they can adopt those teaching methods which help in training the students of different ability leaves. It is also suggested that there should be accessibility in the schools because accessible curriculum not only benefits the students having disabilities but also all other children present in the class. Teachers should also be prepared to ensure that the students with disabilities are not isolated. This can be accomplished through strategic seating arrangements and monitoring overall classroom interaction pattern.

A success of inclusive classroom environment is dependent on combined effort of school and community. Apart from that there is a need to change the negative attitude and more responsibility towards learners with special needs.

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