

Important of Inclusive Education in Present context

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ABSTRACT

The concept of Inclusive Education is a very new concept in India, which originated the phenomenon of respect for an inherent dignity of all human beings. Inclusive Education means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. It is one of the most effective ways in which to promote an Inclusive and tolerant society. Teacher of a school have a vital role imparting this education. They have direct interaction with student and play a critical role imparting this education. In this paper researcher try to explain importance and barrier of Inclusive Education.

1. Introduction

Inclusive Education has grown from the belief that education is a basic human right and that it provides the foundation for a more just society. All learners have a right to education, regardless of their individual characteristics or difficulties. Inclusive Education initiatives often have a particular focus on those groups, which, in the past, have been excluded from educational opportunities. These groups include children living in poverty, those from ethnic and linguistic minorities, girls (in some societies), children from remote areas and those with disabilities or other special educational needs. The latter are often the most marginalized both within education and in society in general. Traditionally, disabled children and those with other special educational needs have experienced exclusion, discrimination and segregation from mainstream education and their peers. Some are placed in separate classes or schools; many have been denied access to education of any sort.

Inclusive Education is not only concerned with disabled children, or with finding an alternative to segregated special schooling. Inclusive Education encourages policy-makers and managers to look at the barriers within the education system, how they arise and how they can be removed.

2. Meaning

Inclusive Education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. Inclusive Education is based on the simple idea that every child 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, just like they would if their disability were not present. It's about building friendships, membership and having opportunities just like everyone else.

Inclusive Education is defined as a learning environment that promotes the full personal, academic and professional, development of all learners irrespective of race, class, color,

gender, disability, sexual preference, learning styles and language. Inclusive Education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include the physical, cognitive, academic, social, and emotional. This is not to say that students never need to spend time out of regular education classes, because sometimes they do for a very particular purpose—for instance, for speech or occupational therapy. But the goal is this should be the exception.

Inclusive Education is carried out in a **common learning environment**; that is, an educational setting where students from different backgrounds and with different abilities learn together in an Inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community. A common learning environment is not a place where students with intellectual disabilities or other special needs learn in isolation from their peers.

3. Objectives

- To know the basic element of Inclusive Education.
- To know the importance of Inclusive Education.
- To know the role of teacher in Inclusive Education.
- To know the barrier of Inclusive Education.

4. Research Question

1. What are the basic elements of Inclusive Education?
2. What are the importance of Inclusive Education?
3. What are the role of teacher in Inclusive Education?
4. What are the barrier of Inclusive Education?

5. Methodology

According to nature of study, the researcher will use qualitative method and documents analysis for the present study.

6. Related studies

- **Zaveri (2001) 3** *Senior Master-Birla senior secondary School-Pilani, ** Professor of Education-Swami Vivekanand Subharti University, Meerut developed an awareness module on inclusive education for students with disabilities for administrators and teachers of general schools. The module was implemented using “printed Media” approach and “Interactive approach”. The results indicated equal effectiveness of both the approaches for creating awareness. The teachers felt inclusion to be desirable but not feasible.
- **Kala Parasuram (2006)**. Study on „Variables that Affect Teachers Attitudes towards Disability and Inclusive Education in Mumbai, India, revealed that while some of the variables of interest did affect teachers” attitude towards disabilities, the only variable that affected teachers” attitudes towards inclusion was prior acquaintance with a person with a disability.
- **Aminabhavi (1996)** studied the adjustment ability of post-graduate physically disabled and abled students, from the colleges of Dharwad and Belgaum. Physically disabled were maladjusted with respect to family, emotion, mode and leadership aspects.

7. Definition of the terms

Inclusive Education: Inclusive Education is a learning for all types of children.

Importance: Inclusive Education will besuggestion to help all students.

Elements: the Elements of something are the parts that it is made.

Barrier: A barrier is something such as a rule that makes it difficult for something to happen or be achieved.

Objectives wise analysis:

R. Q. 1: What are the basic elements of Inclusive Education?

8. Basic elements of Inclusive Education:

• **Inclusive curriculum:**

An Inclusive Curriculum is an ongoing dynamic process that modifies and adapts the prescribed program of studies to meet the learning requirements of a student with special needs. It includes locally relevant themes and contributions by marginalized and minority groups.

• **Use of teaching assistants or specialists:**

Use of teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall Inclusive learning environment, in which students feel equally valued.

• **Class Management:**

An Inclusive Education you often seen a duo of teachers who work, plan and decide together. This duo is often made up of a formerly mainstream and a special needs teacher and works together for the whole group.

• **Parental involvement:**

Most of the teachers consider parental involvement in the education of their children with special needs as a parental support in a child’s education, linking two important contexts in a child’s life education home and school. In a diverse school system, inclusion means thinking about multiple ways to reach out to parents on their own terms.

R. Q. 2: What are the importance of Inclusive Education?

9. Importance of Inclusive Education:

The importance of Inclusive Education are the following:

- Helping all children learn, everyone in the class benefits. Children learn at their own pace and style within a nurturing learning environment.
- Disabled or challenged students may get a support and help from normal students.
- Disabled or challenged students get motivated for learning.
- They may get a confidence and can learn to face problems, and challenges because of peer help.
- All students can benefit from the additional resources and supportive techniques.
- Inclusive Education helpful for all students—not only for students with learning and attention issues.
- Inclusive Education can provide information and suggestions to help all students.
- Teaching strategy in classroom is to break students into small groups and teach students according to their specific learning needs.
- Students develop confidence in their ability to interact with one another and the world around them.
- Various resources and assistive technologies are available to students in Inclusive schools in an effort to reach and teach all learners.
- The focus of education is on the child’s abilities, not disabilities.

R. Q. 3:What are the role of teacher in Inclusive Education?

10. Role of Teacher in Inclusive Education:

• **Classroom Environment:**

An Inclusive classroom climate refers to an environment where all students feel supported intellectually and academically, and are extended a sense of belonging in the classroom regardless of identity, learning preferences, or education. It is also important for teachers to create a safe classroom environment that allows special-needs children to learn alongside their peers while experiencing positive socialization.

• **Curriculum Modification:**

A modified curriculum is changing what the student is expected to learn, not the manner in which it is presented.

Curriculum modifications can include the provision of an audio-taped text, shortened assignments and summarized chapters of the textbook as well as tools such as graphic organizers and color-coded chapters to enhance a student's level of comprehension.

• **Communication:**

Every situation and every student is different. Students with speech, language and communication needs may need support with understanding and using language, speaking clearly and fluently, and interacting with others. Teachers also should communicate regularly with the principal to make sure that she is aware of the specific learning needs of the special education students and the academic resources that are necessary for them to experience success in the Inclusive classroom setting.

• **Collaboration:**

Collaboration is the process of merging the knowledge, experience and skills of all assistant to meet common goals. As a teaching assistant, he/she must help "their" pupils as well as the class teacher, rather than collaborate closely on equal terms together with the class teacher. This collaboration would benefit all pupils (including those in need of special support), and where I as a remedial teacher possess cutting edge expertise, specific expert knowledge, in terms of the pupil's individual needs.

• **Professional Development:**

Professional development aims to impact upon teacher knowledge, teacher practice and thus change student outcomes. Professional development: individual focus areas chosen by the teachers; positives about the process; areas for improvement; and ideas for sustaining the professional collaboration. In conclusion, this study has shown that professional development undertaken in a climate of school re-culturing and collaboration enhances a teacher's sense of ownership and relevance of the in- service.

• **Co-Teaching:**

Special educators need to step up and advocate for co-teaching. Learn what successful co-teaching looks like, what administrators need to do to support co-teaching, and how you

can help your administrator understand the benefits of having two teachers in the classroom, working together for the benefit of all their students.

R. Q. 4:What are the barrier of Inclusive Education?

11. Barrier of Inclusive Education:

Teachers who are not trained or who are unwilling or unenthusiastic about working with differently-abled students are a drawback to successful inclusion. Training often falls short of real effectiveness, and instructors already straining under large workloads may resent the added duties of coming up with different approaches for the same lessons.

Many students are expected to learn while being taught in a language that is new and in some cases unfamiliar to them. Students who are unable to afford basic necessities and other barriers to the learning process. Violence, poor health services, and other social factors make create barriers even for traditional learners, and these challenges make inclusion all but impossible.

12. Conclusion

The current approach of Inclusive Education in India focuses beyond both the traditional and the transitional practices of special education and integration respectively. The present trend of Inclusive Education and policy thrust embraces modifications in curricular, teaching methods, teaching/learning resources, medium of communication and adjusting the learning environment to meet individual learning needs. It is learner centered, flexible and adjustable to the individual needs and potential of every child. This approach takes cognizance of and seeks to mitigate factors that form barriers to children's participation in learning and development. It is meant to widen opportunity for ALL Children to interact, play, learn, experience the feeling of belonging and develop in accordance with their potentials and difficulties; thereby obtaining good quality of life within their respective environments. It is all about changing attitudes, behaviour, teaching methods, curriculum, environment and allocation of human, material and financial resources to meet the educational needs of All Learners.

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