

# INCLUSIVE EDUCATION

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## ABSTRACT

*Nin –discrimination is a guarantee of equality .It is not a special service reserved for a select few. Disabled must not be seen as being in a protected class with special prerogatives because that destroys all ideas of equality. They must receive equal protection and treated as others are treated. They are not ignorant unless they are excluded from mainstream education and only provided special education. On the basis of several studies, the centre for students on Inclusive Education (CSIE) States that children should not be devaluated or sent away because of their disabilities or learning difficulties.*

*The term disability is an ideological term, and there is no commonly accepted way to identify or define disability and to measure it*

*Inclusive education is multidimensional; it does not merely mean placing a child with disability in a school . It means creating effective classrooms where the educational needs of all children are addressed irrespective of ability or disabilities*

*Attention to special education teachers alone is only half a strategy. Planning should involve all stakeholders in researching, discussing and examining the entire educational program. Real inclusion involves restructuring of a school's entire program and requires constant assessment of practices and results .*

**Keywords:-** *inclusive Education, Capacity building, learning disabilities, behavioral disorder, multiple handicaps.*

## INTRODUCTION

There is no denying the fact that education has invariable been acknowledged by almost every individual in today's world to be as much important for the survival of humankind as are the three basic necessities-Food, cloth, home. Without education man is by no means superior to a brute .There will always persist an undercurrent of violence and disregard for social institutions and ethical values in his idea and execution of jobs, if man is not educated in real sense. "Education beyond all other devices of human origin is the great equalizer of the condition of man-The balance –wheel of social machinery"1.

In India, there has been considerable change in the educational scenario. The number of schools and non-formal education centers has increased to over 700 thousand and 200 thousand, respectively. The total enrollment in primary, upper primary and high/higher secondary school level is over 145 million children . the gross enrollment rates[GER]for the age group 6-11year and 11-14years were 94.9%and 58.8%Respectively during the year 1999-2000. However , about 40 million children of school going age and youth and about 7.5 million new – literates are yet to be catered for .Despite considerable expansion of educational facilities, The goal of universalisation of education remains elusive. The Asia and the pacific decade of disabled person [1993-2002] was held in Bangkok from 26 to 30 june,1995. The report mentioned that

93 million 62% of all children with disabilities under 15 year of age live in Asia and Pacific region and less than 5% of them receive education and training<sup>2</sup>. A Comprehensive countrywide sample survey of person with disabilities was undertaken by the national sample survey organization {NSSO} in 1991 to estimate the magnitude of person with disabilities in India. About 1.9 percent of the total population of the country [i. e. 16.15 million person] have physical and sensory disabilities. This includes children with communication disorder, Hearing Access and equity are interdependent in the field of learning. Lesser the access to opportunities the more iniquitous is the situation. The widening inequity within the country and across the countries poses a serious problem before us. Deprivation of education is not related to access only the formal system which is rigid in terms of fixed time, fixed curricula, evaluation system and learning pace, is unable to accommodate and retain children in the learning process.

In order to meet the challenges, it is necessary to look for alternative strategies and approaches, particularly to ensure not only access but also freedom, relevance and equality. To transform a system and to take on unfinished task of inclusive education, The national institution of open schooling [NIOS] has to play a significant role. This has been reflected in national policy on education [1986] which states that, future emphasis shall be on distance and open learning system to provide opportunities and access to all the major target group, especially the disadvantaged, viz Women, scheduled castes and scheduled tribe, the adult working class, and people serving in the far-flung remote area.<sup>4</sup>

## INCLUSIVE EDUCATION

“Non-Discrimination is a guarantee of equality. It is not a special service reserve for a select few”<sup>5</sup>

Disabled must not be seen as being in a protected class with special prerogatives because that destroys all ideas of equality. They must receive equal protection and be treated as others are treated. They are not ignorant unless they are excluded from mainstream education and only provided special education. Many people with disabilities are quite brilliant in fact. “On the basis of several studies, the center for studies on inclusive education [CSIE] states that “children should not be devalued or sent away because of their disabilities or learning difficulties.”<sup>8</sup>

Most of the research establishes the fact that inclusive of children with disabilities in the regular Classroom is appropriate and that a continuum of placement options and services must be available. Successful inclusion practices depend on restructured schools that allow for flexible learning environments, with flexible curricula and instruction under ideal conditions, all students work toward the same overall educational outcomes what differs is the level at which these outcomes are achieved. The additional support that is needed by some students and the degree of emphasis placed on various outcomes. We must also agree that diversity (ability, racial, etc.) is valuable. It is not just a reality to be tolerated, accepted and accommodated.....it is a reality to be valued.<sup>9</sup>

The term disability is an ideological term, and there is no commonly accepted way to identify or define disability and to measure it. The World Health Organization and many researchers use the International Classification of

impairments, disabilities and Handicapped (ICIDH) and is now known as the international classification of functioning (ICF). The World Bank and world Health organization try to measure an undefined concept of disability and further the agenda and further the agenda of eugenics which will eliminate people with disabilities.<sup>10</sup>

Inclusive education is multidimensional; it does not merely mean placing a child with disability in a school. It means creating effective classrooms where the educational needs of all children are addressed irrespective of ability or disabilities. Inclusion is a term which expresses the commitment to Education for all in the school and in the classroom setting. It involves bringing the support services to the child (rather than moving the child the services) and requires that the child will benefit from being in the class (rather than having to keep up with the other students).

The factors to reiterate inclusion are as follows:

- ❑ The educational benefits of placing the child a full-time regular education program;
- ❑ The non academic benefits of such a placement;
- ❑ The effect the child would have on the teacher and other students in the regular classroom;
- ❑ Change in the attitude of teachers.
- ❑ The cost associated with this placement.
- ❑ A reduced fear of human differences accompanied by increased comfort and awareness (Peck et al.,1992);
- ❑ Growth in social cognition (Murray-Seegeret, 1989);
- ❑ Improvement in self-concept of non disabled students (Peck et.al.,1992)
- ❑ Development of personal principles and ability to assume and advocacy role toward their peers and friends with disabilities;
- ❑ Warm and caring friendship (bogdan and Taylor, 1989).<sup>11</sup>

The Action Plan (2003-2012) of the Biwako Millennium Framework may be directed towards this.

## CAPICITY BUILDING

The role of teacher is perceived as one who may assist learner to explore, define, develop and perhaps reconstruct the theories translates them into action. Good teachers are those who can meet the needs of all the students, regardless of what those need may be.

Because of change in the rules and regulation of the society, advancement in technologies and medical science, the expirations from special teachers have increased tremendously. The skill and knowledge required for teaching effectively are always changing. The need for teachers training to improve the quality delivery and presentation in teaching-learning process are to be the regular feature of education.

In most parts of the world, the demand for and commitment to the expansion of school has led to a desperate shortage of trained teachers at all levels. Distance teaching techniques have been used widely and successfully in response to this demand in many countries the aim has been predominantly to upgrade exciting untrained of under-trained teachers. In Nigeria, Colombia and Pakistan, University-level programs have been used to upgrade secondary school teachers. Examples of primary school teacher in -services upgrading programs are found in Pakistan, Kenya, Uganda, Botswana and Swaziland. More recently, distance teaching has been used to provide. Initial training to apprentice teachers recruited and put straight in schools, as a way of enabling the spread of school s to take place immediately, without waiting for teachers to receive pre-services training in schools in the traditional way.

The training need of the persons in the area of disabilities is imperative. It should be an integral part of teacher's training programs of Bed. Open Distance Education may provide easy access to education and training to the public at large by enabling people to upgrade their teaching learning skills at a time, place and pace convenient to a person. Choice of content.

Means by which it is delivered is the essence of an open Distance Education (ODE) system. System that is accessible to only some limited group (in services training) of people is really a closed system.

Open Distance Education may cover a large number of persons for training wherever they are and teachers may continue earning while teaching. Distance teaching offers cost effective use of sparse educational resources to cover a large number of trainees with chances to avail training the infra-structural facilities of existing schools/training institutions may be utilized as study-centers to provide academic support. Self instructional study materials are programmed in such a manner that requirement of special teachers may be required as facilitators on the part time basis.

In an open learning system, there are a variety of modules for training; like self instructional materials, interactive audio-video programs, Virtual/web based training programs Resource Based learning center etc. they are self directed learning experience which may be useful in both formal and the alternative education system video conferencing interactive televised instruction, audio-graphic telly conferencing telephones & radio talk back etc. are some of the interactive techniques which may be used extensively to arouse teacher's and public interest. that is why ;

distance teaching is a great equalizer of training opportunity.

### **TRAINING NEEDS AT THE PRIMARY LEVEL**

The educational background of primary school teacher is the major constraint on the quality of education then can offer. the demand for primary education has outstripped the supply of trained primary school teachers. untrained or under – trained and uneducated teachers have been pushed into the service. their own lack of education holds back the quality of what they do in the classroom

In the present scenario, it has become imperative to develop and disseminate appropriate encapsulated orientation Materials for parents, community in general and the managers of education, as they are also powerful agents for effective curriculum transaction, important key ideas and issues are to be put before them in an easily comprehensible form. This will ensure social regeneration through education. at the primary level, Number of challenges are to be encountered:

- Thinly and widely dispersed disabled learners
- Single or two teacher's school and rural areas
- Single category vs. multiple category teacher's
- Identification of children with disabilities,
- Range of services differ,
- Sensitization of parents
- Lack of qualified and trained teacher's
- Limited intake capacity of training institution
- Lack of tools and equipment in the school
- Lack of study materials as per the need of disabilities
- Unawareness about the various schemes available for them,

- ❑ Lack of provision for vocational skills in the school and in the training package of the teacher's
- ❑ Negative attitude of the teaches,
- ❑ Lack of monitoring and evaluation etc.

While planning for the training of the primary teachers we have to take care of fall above points. There is an need to develop training programs, single to multiple disabilities and for different sections of persons, like working teacher, others who are interested in teaching, parents of disable children, administrators engaged in managing institution of disable etc.

At the primary level the efforts of integrated child Development (ICD), Early childhood Centers of education (ECCE) at the block level at and the revised scheme of non formal Education termed as Education Guarantee scheme (EGS) and Alternative innovative Education (DPEP) jointly with the Department of teacher Education and Extension are engaged in research and Development of Prototype teaching learning materials and Development of teacher training package, Department of Education of extension (DTEE) is for capacity-Building of teacher Education institution at state-sub state levels and provide academic support to the related to different aspects of school education, including teacher Education these effort or to be appreciated and encouraged because they meet special requirements and also able to cover a large number of training need of teacher at this level.

Rehabilitation Council of India (RCI) which is constituted with the objective of training the teachers in special needs, Education has to play a lead role developing, mobilizing and using

recourse for training. Most of the training package approved by RCI, are for primary level teachers. Formal school teachers may be deputed to the foundation course developed by the RCI. This will bring uniformity, quality and standardized the training programs in the country. The work of evolution certification and employment is co-related and the training programs may be monitored on the same scale.

The National Council teachers for Education (NCTE) has to include important core aspects of special education in all training programs developed for the teachers at each stage of training.

## CONCLUSION

Attention to special education teachers alone is only half a strategy. Planning should involve all stakeholders in researching, disusing and examining the entire educational program. Real inclusion involves restructuring of a school's entire program and requires constant assessment of practices and results.

## REFERENCES

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