



Role of inclusive education in human development

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Abstract

Human variations and differences are natural; they contribute to the richness of every society. Education is the only panacea for our country's ills and evils. With more of real education, we can easily raise the general level of intelligence of its teeming millions, create, in its future generations, the habit of clear and deep thinking and of appreciating new values, and turn the acquisitive impulse of its people from its present direction to the direction of truth (Dash, 2014). 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.

Keywords: Differences, Education, Inclusion

Introduction

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 paucity. This infringe between the abilities and special needs of the children related to their learning, personality and adjustment found at the time of their birth may further be extended by the nature of the environmental differences experienced by them in their education. A good quality education makes an individual a right thinker, an independent decision maker, skilled worker and a better citizen.

Indian constitution provide right to education on the basis of equality of opportunity to every student of country. No student is barred from or discriminated within education on grounds of his race, colour, sex, language, religion, political or other opinion, national or social origin disability, or other status. Every human is unique in itself, even identical twins on this earth respond in the different way to the same stimulus. This uniqueness makes individuals different from one another with respect to their cognitive, behavioural, physical, psychological, sensory and many more areas of characteristics. Each person contributes his unique and best part to the world on the basis of own potentials.

Inclusion

The term 'Inclusion' has been generally accepted as common parlance within today's education system and indeed in wider society. The concept of inclusion has emerged from the ideas of providing equal opportunities to 'all' children. Providing equal opportunities does not mean providing 'similar' things to all. It means providing equal opportunities keeping in mind the varied nature of their particular individual needs. We need to acknowledge the responsiveness to diverse needs of 'all'

children. Inclusion means full inclusion of children with diverse abilities in all aspects of schooling that other children are able to access and enjoy. It involves regular schools and classrooms genuinely adapting and changing to meet the needs of all children, as well as celebrating and valuing differences (Loreman & Deppeler 2001).

Inclusive Education

Inclusive education, when children with and without disabilities participate and learn together in the same classes by common teacher. For a very long time it was a myth that children with disabilities were educated in separate classes or in separate schools or by special teachers. This idea means that special education meant separate education. After conceptual and practical results of researches we are now well aware that when children are educated together, positive academic and social outcomes occur for all the children involved in teaching learning process. We also acquainted with that only placing children with and without disabilities together does not produce positive outcomes. Inclusive education occurs when there is continuous encouragement, planning, support and commitment from teacher, parents, school and students.

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)

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)

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”.

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 disabled children and offers them access to the formal system of education. Inclusion is an effort to make sure that students with disabilities go to school along with their friends and neighbours while also receiving whatever specially designed instruction and support as they need to achieve high standard and succeed as learners.

In India special education as a separate system of education for disabled children outside the mainstream education system evolved way back in 1880s. Consequent on the success of international experiments in placing children with disabilities in regular schools, the Planning Commission in 1971 included in its plan a programme for integrated education. The Government launched the Integrated Education for Disabled Children (IEDC) scheme in December 1974. It was a Centrally Sponsored Scheme aimed to provide educational opportunities to children with special needs (CWSN) in regular schools and to facilitate their achievement and retention.

Common Myths about Inclusive Education

Myth 1: Separation is better.

Actual situation: This is for most common myth that if special students are kept separate on the basis of their race, ability, or any other characteristic from normal ones results positive outcomes. But various researches find that separation doesn’t work. Research shows that normal children and children with disabilities learn as much or more effectively in inclusive classes.

Myth 2: Children must be “ready” to be included.

Actual situation: To every child of India, constitution provides the right to stay and enjoy life with other children their own age. A child with disabilities does not have to perform at a certain grade level or act exactly like the other children in their class to benefit from being a full-time member in common education system.

Myth 3: Parents don’t support Inclusive Education.

Actual situation: This myth is also not exact it seems. Parents are true driving force for success of inclusive education. Actually, the best outcomes take place when parents of children with disabilities and professionals work together. Effective partnerships happen when there is collaboration, communication and sense of trust between parents and professionals.

Benefits of Inclusive Education

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

- Inclusion creates an awareness and appreciation of individual differences in all students. In regular education teachers can begin to recognize that all students have strengths that can be beneficial and important to entire classroom and these strengths can be built upon to create a meaningful experience.
- 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.
- Schools are important places for children to develop friendships and learn social skills. Children with and without disabilities learn with and from each other in inclusive classes.
- In inclusive classrooms, children with and without disabilities are expected to learn to academic skills i.e. reading, writing and do arithmetic.
- All children learn by being together. Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at their ease, speed and style within a fostering learning environment.
- Inclusion allows each student to get instructions from same teachers in same manner as to normal ones. Inclusion practice fulfills the need of children into classroom without the bias of special needs or non-special needs entering into the process.
- Inclusive education practice allows the normal students to understand other people who are not exactly like them. This makes them to manage and adjust themselves with in the real world which is not alike classrooms.

Conclusion

Children with special needs have a distinctive experience undergoing inclusive education along with normal ones. There are several barriers for providing education to special children in common classroom. We can overcome these obstacles by creating more awareness on inclusive education, by schools having the resources and the ability to re-structure their curriculum to meet the needs of all students with and without disabilities. Special skill full trained teachers can be appointed in the schools to cater the diversity of demands of all children. Minimum changes could be introduced in infrastructural facilities to establish a balance to meet varying demands within the classrooms. Parents should also be involved with the teacher and administrative staff at the school to coordinate necessary arrangements and learning material for their special child. If these changes are implemented, it will increase the confidence of a number of special children to aspire for a valuable education like their normal peers.

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