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Inclusive education: New paradigm of teaching in regard of children with special needs

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Abstract

Every child has a fundamental right to education they have to be provided with minimum education. The fact that every child in India enjoys the right to education is holding a great importance. Receiving the right education is which helps children to enjoy many other rights, and also takes into consideration to ensure that children reach their full potential, ensure their well-being, and participate actively in society. Inclusion is attracting attention of the learners with special needs. An inclusive curriculum addresses the child's cognitive, emotional and creative development. This model is becoming more common as schools try to mainstream their classrooms.

The present paper focuses the role of Inclusive Education and the importance of Inclusive Education in special children's lives as well as the recommendations or suggestions influencing the differently abled children.

Keywords: Right to education, inclusive education, special needs children

Introduction

Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning.

The principle of basic education as a human right has been accepted and everyone should be aware of it. The goal of achieving Universalization of Education in that child with Special Needs should be provided education and should also be included in main education system (Inclusion) and making necessary provisions for their inclusion in it. The World Conference on Education for all held in Jomtien, Thailand in 1990 placed much emphasis on inclusive education. Inclusion was also a strong feature of Salamanca declaration on Principles, Policies and Practices in Special Needs Education signed by head/representatives of 92 governments including India and 25 International Organizations in June 1994.

Inclusive Education would include children suffering from

- 1- Blindness
- 2- Low vision
- 3- Leprosy cured
- 4 Hearing impairment
- 5- Locomotors disabilities
- 6- Mental retardation
- 7- Mental Illness
- 8- Autism
- 9- Cerebral Palsy

It may eventually cover (i) Speech impairment (ii) Learning Disabilities, etc. Girls with disabilities will receive special focus and efforts would be made under the scheme to help them gain access to secondary schools, as also to information and guidance for developing their potential. This is a centrally:

The Persons with Disabilities Act (1995) recognizes the following disabilities

1. Blindness
2. Low Vision

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3. Leprosy Cured
4. Hearing Impairment
5. Locomotors Disability
6. Mental Retardation
7. Mental Illness

Right to Education

Education is a fundamental right in any democratic society. In 1993, the Supreme Court of India ruled that Right to Education (RTE) is a fundamental right of all citizens of India, and that it follows the Right to Life (Article 21 of the Constitution). *Every child on this planet has the right to education as it's a must for their survival. India like many other countries is struggling to provide this very right to its children.* India is a signatory to the 1990 United Nations World Declaration on Education for All, (EFA) which reaffirmed the rights of all children including children with disabilities to access education in regular school. India enjoys the right to education as it is mandatory for all now. It helps to raise the standard of education, to fight the poverty, miseries of life, finding solutions to the problems, it uplifts the mind. It helps in making life comfortable and easy as life is too difficult.

UNICEF

In the world there are approximately 130 million people suffering from disability according to UNICEF. In Asia we find 30 million - 40 million people suffering from disability which is a serious issue and which should to be taken into consideration while implementing the plans .As disabled people have lots of potentials which should be developed to the fullest as they can help in the development of the country which is only possible through education .As they also have the right to education they should be provided with all the facilities for their overall development.

Inclusive Education/Integrated Education

Integrated Education
It consists of that kind of education in which everyone is given the equal opportunity to be educated without any discrimination or biasedness.

Inclusive Education

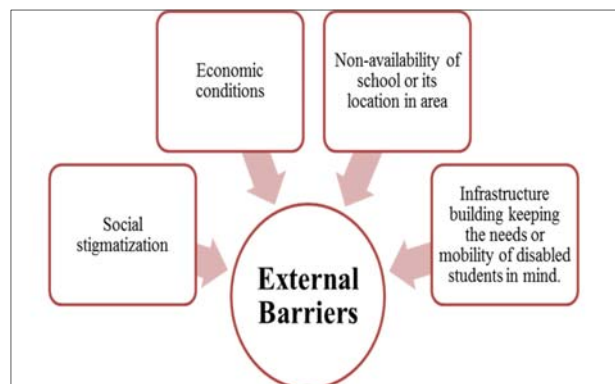
Inclusion describes the process by which a school attempts to respond to all pupils as individuals by reconsidering its curricular organization and provision. Through this process, the school builds its capacity to accept all pupils from the local community who wish to attend and, in so doing, reduces the need to exclude pupils

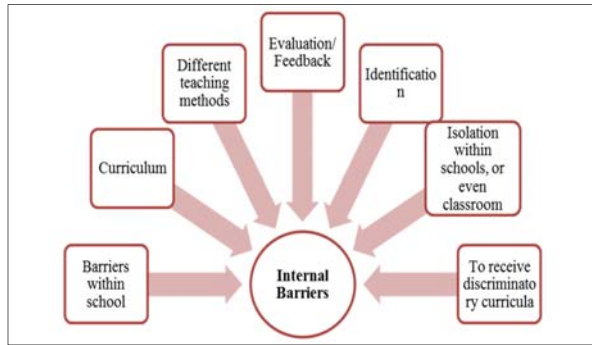


- The guiding principle that informs this Framework is that: Schools should accommodate all children regardless of their physical, intellectual, social and emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote and nomadic populations, children from linguistic, ethnic or religious minorities and children from other disadvantaged or marginalised areas or groups.

Barriers Felt By Disabled in the Education System

Most of the school systems are facing two types of barriers, external and internal. Children face external barriers before coming to and getting enrolled in schools.





Strategies

Inclusion through democracy and human rights: a community-based approach in India:

Inclusive schools use variety of innovative practices to get children involved and make them participate in learning processes.

Some of the Inclusion Strategies Are Listed As Under

- Whole class inclusive teaching
- Group/cooperative/collaborative learning
- Peer tutoring/child-to-child learning
- Activity based learning
- Team approach/problem solving
- Equity in assessment/examinations
- Introducing children to their rights and responsibilities
- Group learning and problem-solving;
- Pupils are encouraged to question traditional sources of knowledge
- Evaluation of the learning process by both pupils and teachers
- Pupils are involved in decision-making strong emphasis on gender equality
- Parents participation in their children's learning.

The combination of these approaches has encouraged ownership of the school by the community - an essential part of the inclusive process as inclusive classrooms are unlikely to work in isolation from the community. Inclusive education and its evolution in school system as a process for removing barriers to access and success is a growing phenomenon. The strategies suggested above have been tried out in many schools across the country and have also conceptual and pedagogical backing.

Curricula for Inclusive Education

An inclusive curriculum addresses the child’s cognitive, emotional and creative development. It is based on the four pillars of education for the 21st century - learning to know, to do, to be and to live together. This starts in the classroom. The curriculum has an instrumental role to play in developing tolerance and promoting human rights and is a powerful tool for transcending cultural, religious and other differentiations. An inclusive curriculum takes gender, cultural identity and language background into consideration. It involves reduction in gender biasedness in not only in textbooks but in teachers attitudes and expectations. Multilingual approaches in education, in which language is recognized as an integral part of a student’s cultural identity, can act as a source of inclusion.

Early Intervention

Children with the disability should be intervened at an early stage so that they can get the proper guidance, facilities etc by the parents and they can take care of their interest as well inform the teachers about their disabled children problems. In this the parents as well as the teachers are trained so that they can help in the proper development of the disabled children since childhood so that overall development of the disabled children can take place. Thus facilities and infrastructure should also be provided to them according to their need taking them into consideration.

Role of Doctors

Doctors should register these children when they are born their birth date so that correct data can be collected about the disabled children .The doctors should even visit the houses of disabled students so that they feel important and special .They can share the problems and if they are shy than even parents can share the problem.

Ways of Teaching

Art/Music

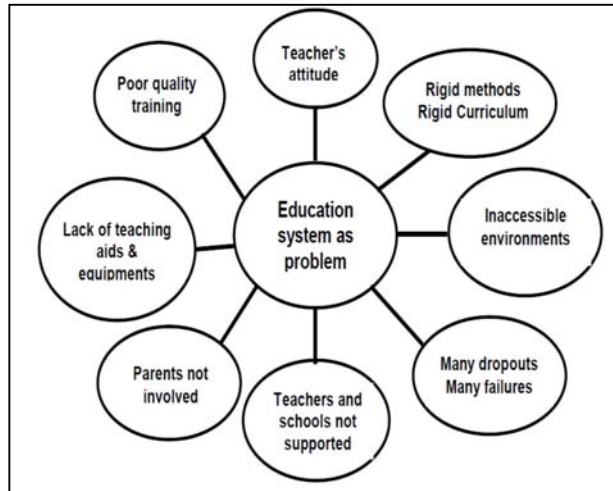
Disabled children can be taught using various means like the art, music and craft so that they can express themselves well. They can be creative .Their curiosity can be aroused.

Audio-Visual Aids

They should be made to teach using the audio-visual aids so that can learn faster .So that they can learn more at short span of time. They can develop their faculties. They can make use of their senses. They can learn more about art. They would take more interest in studies.

Yoga/Physical Education

Through Yoga and meditation as well as physical education they can be taught about the spirituality, discipline and hygiene .It should be made compulsory for them because in a healthy body resides a healthy mind and it's very important for them.



Different Kinds of Inclusion

Full Inclusion

It includes admission in full-time classroom activities and curriculum.

Partial Inclusion

It includes admission in special classes or activities or units'. They can be asked to participate with the normal students during the break hours.

Separate Special School

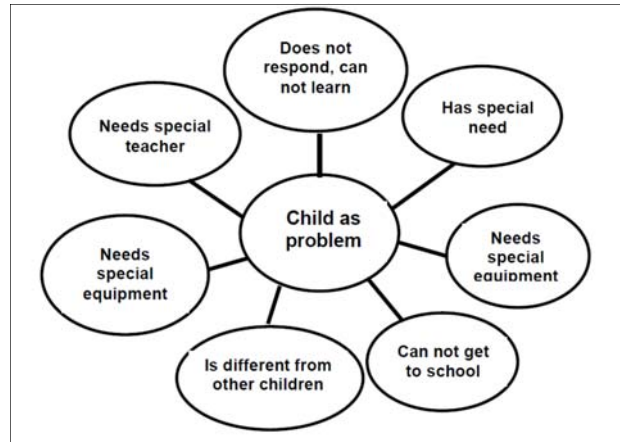
Here the students are moderate but require a different setting for teaching and learning situation.

Role of Teachers

In an inclusive education system teachers exercise positive attitudes towards learner diversity and an understanding of inclusive practices, developed through both initial training and on-going processes of professional development. Teachers should include following practices in their Teaching Strategy

- Translate relevant research findings in a way that they can be applied practically.
- Assess the progress of all students through the curriculum, including how to assess learners whose attainments are low and whose progress is slow.
- Use assessments as a planning tool for the class as a whole, as well in drawing up individual plans for students. All students should be taken into consideration while preparing the syllabus.
- Observe students in learning situations, including the use of simple checklists and observation schedules.

- Relate the behavior of particular learners to normal patterns of development (particularly important for teachers of young children).
- Involve parents and pupils in the evaluation process so that effective outcomes can be attained and further modifications can be made accordingly.
- Work with other professionals—and know when to call on their special advice and how to use their Assessments for educational purpose and the development of all students.



Inclusion

Solution to Barriers

Inclusive education help in the development of disabled students who can further help in the development of the country as they have lots of potentials and they should be made to realize it so that they can give their best and develop themselves to the fullest.

The merit of such schools is not that they are capable of providing quality education to all children; their establishment is a crucial step in reducing the discriminatory attitudes, in creating welcoming communities and in developing an inclusive society.

Recommendations/Suggestion

Bearing in mind this scenario, the following recommendations need to be considered in order to move towards education of children with disabilities in inclusive settings.

Disabled Persons Organisation

They should be provided with the facilities like employment so that they are not dependent on the society or their family members .It provides the vocational training too so that the disabled people are employed and thus helps in the development of the country.

Bridging the Gap

To bridge the gap between special schools and inclusive education practices. There has to be a link between community-based rehabilitation programmes and inclusive education.

Public Policies

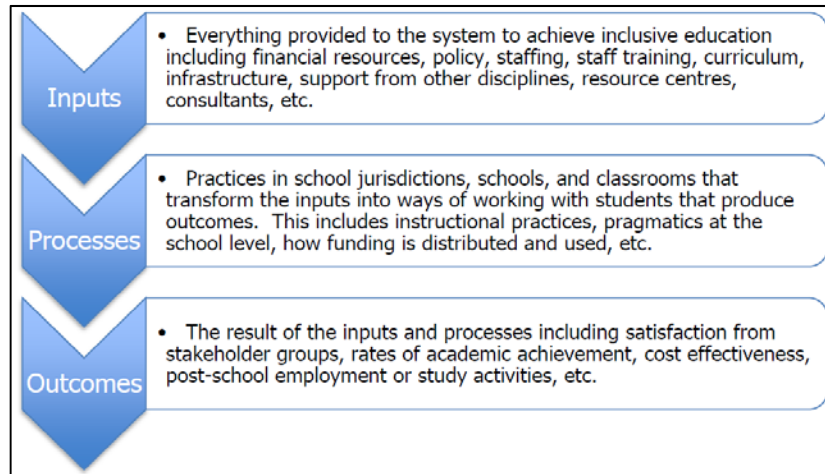
Public policies, supportive legislation and budgetary allocations should not be based on incidence, but needs of special education should be taken into consideration, and the backlog created as a result of decades of neglect.

Non-Manipulation

Manipulation of the things should be stopped and the Government should not try to manipulate the things in fact they should help in the development of Disabled students in whichever way possible.

Proper Implementation

Inclusion without 'adequate' preparation of general schools will not yield satisfactory results. It is essential that issues related to infrastructural facilities, curriculum modification and educational material should be taken into consideration.



Evaluation

Proper evaluation process should be undertaken to assess the performance.

Awareness Program

Who all can take active participation in spreading the inclusive education should help in the development and spreading awareness about importance of the Inclusive education.

Proper Training

Teacher should be trained in such a manner in pre service and in service time so that teachers can become acquainted and are better able to handle all types of the students in inclusive education.

Proper Actions: Government should take proper actions: pre plan and then implement the things for the good of disabled children.

Upliftment

Parents, doctors, teachers as well as the society should come together to help and guide the disabled students by encouraging them, motivating them etc

More Helping Hands

More awareness should be spread so that people come with the helping hand.

Proper Data

Proper data should be prepared with correct information and without any manipulation about the disabled students so that effective measures can be taken from the Government's side.

Some of the issues in training that need to be addressed include the methodology to be adopted for identifying children with disabilities; classroom management; use of appropriate teaching methodologies; skills for adapting the curriculum; development of teaching-learning materials that are multi-sensory in nature; evaluation of learning; etc. The time has come to scale up successful experiments on teacher

training such as the Multi-site Action Research Project and the Indian adaptation of the UNESCO Teacher Education Resource Pack.

Conclusion

In India providing equal education opportunities and especially to the disabled means a lot. Inclusion enhances the attainment of the objectives of EFA. Education cannot be for all until it is received by all. A system that excludes some people, cannot be claimed for all and should therefore give way to one that includes all without any differentiation. That country can't prosper where education is provided to only few privileged people but for the development of the nation the inclusive education should be provided to everyone. Special children also requires education they should be included with the normal children as that would enhance their competitive power and they would be able to develop themselves to the fullest. They would not feel themselves isolated and inferior and would be able to realize all their potentialities. They would be able to lead a normal life like other children by feeling that they are part of them and the society and not neglected. Education is everyone's right Therefore children should get equal educational opportunities so that all can help in the development of the society as well as the country.

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