

Inclusive education: Need of society

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Abstract

In India, various efforts have been made to make inclusive education successful. Without inclusion of children with special needs, the goal of education for all can't be achieved. The persons with disabilities prohibit discrimination on the basis of disability in every field of life and puts emphasis on the creation of a society where persons with disability live a life of equality and dignity. In present paper various suggestions have been offered for successful implementation of inclusive education.

Keywords: inclusive education, society

Introduction

In India, education is based on assumption that it is a basic requirement and it should be accessible to all regardless of disparities, difficulties and disabilities. Inclusive education is based on the principle that education is a basic human right as it provides a basic structure of his development. Inclusive education gives a comfortable environment to special children who have diverse characteristics. They will be able to learn together with normal children. It is a regular school to accommodate children with disability also with support services. UNESCO has specifically stated that inclusive education is concerned with all learners vulnerable to exclusion and marginalized. It is a strategic approach designed to facilitate learning for all children. It addresses common goals as access, participation and learning quality education for all. The inclusive education has emerged in responses to a growing consensus that all children have right to a common education in their locality regardless of their background, attainment and disability. Educationists are emphasizing that education of students with disabilities needs sincere efforts at all level within same general educational setting as students without disabilities.

Majority of disabled children don't have access to education. Integrated education is unable to improve the coverage that's why inclusion concept is promoted. Inclusive education is the need of Indian society of today as it intends to build the gap between special education, integrated education and general education and will reduce exclusion and all types of discrimination prevalent in education system. Inclusive education is concerned with removing all barriers to learning and with the participation of all learners vulnerable to exclusion and marginalization. It is a strategic approach designed to facilitate learning success for all children.

There are various hurdles to the successful implementation of inclusive education. There are many challenges regarding

inclusive education such as the conservative and negative attitude of the society, rigid curriculum, and conventional methods of teaching, poor quality of training, lack of infrastructure, physical facilities, ineffective policies. There is a need to take various measures for the successive inclusive education. Providing success to education is only an initial stage in overcoming exclusion from education. In order to change the conservative and negative attitude of people towards inclusion of children with disabilities in classroom, there is need to bring change in perspectives and values so that diversity is appreciated. The problem is that the majority of teachers are not familiar with the concept of inclusive education.

Teachers with positive attitude towards inclusion more readily change and adapt to the ways they work in order to benefit students with a range of learning needs. There is a need to make link between society rehabilitation programme and inclusive education. There is a need to make present curriculum as child centered, flexible and specific. It should be based on principle of individual differences. Classroom environment allows every child to develop his characteristics. It recognize the potential of all students and developing their own by studying together. It is the teacher who can possible to make the environment easy for every child who has visual impairments. The teacher can make sit them from where they can able to see a clear view of black board. Students of hearing impairment should be able to seek the teacher so that he could see the lip movement of the teacher. A child in a wheel chair should have enough space to do writing work and move around if need, a slow learner should be in position to consult his peer if he has difficulty in understanding something. A child with a mother tongue different from medium of instruction should be able to consult the teacher or the peer for an alternative simpler word.

Traditional Approach	Inclusive Approach
Education for some	Education for all
Static	Flexible
Collective teaching	Individualised Teaching
Learning in segregated areas	Learning in Integrated areas
Emphasis on teaching subject-orientated	Emphasis on learning child-centered
Diagnostic / prescriptive	Holistic
Opportunities limited by exclusion	Equalisation of opportunities for all
Disability view	Curricular view
Labels children disability wise	Planning is made on ability levels and opposes all kinds of labeling

Methodology

200 students having disability in different extent were randomly selected for study. Learning ability of all selected students was tested for various instructional and psychological methods. In the category of instructional method variation in learning and up gradation in confidence were observed. Use of

3D model, group assignments, individualized teaching and teaching through games improve student's learning and confidence. Increasing in encouragement and happiness of students were tested under psychological methods. Collected data is converted into percentage and analysed.

Finding and Analysis

Table 1: Impact of Instructional Inclusive Tools on Students

Tools of Inclusive Education	Impact on Learning		Impact on Confidence	
	No. of learnt students (%) without use of tool	No. of learnt students (%) after use of tool	No. of confident students (%) without use of tool	No. of confident students (%) after use of tool
Use of 3D Model	52	78	49	71
Individualized Teaching Method	57	89	52	77
Group Assignments	51	73	44	76
Teaching through Games	56	81	41	73

Table 2: Impact of Psychological Inclusive Tools on Students

Tools of Inclusive Education	Impact on Encouragement		Impact on Happiness	
	No. of encouraged students (%) without use of tool	No. of encouraged students (%) after use of tool	No. of happy students (%) without use of tool	No. of happy students (%) after use of tool
Homely Environment	52	64	53	68
Motivation	47	67	61	74
Attention on every student	54	71	57	77
Reward for achievement	56	69	55	84

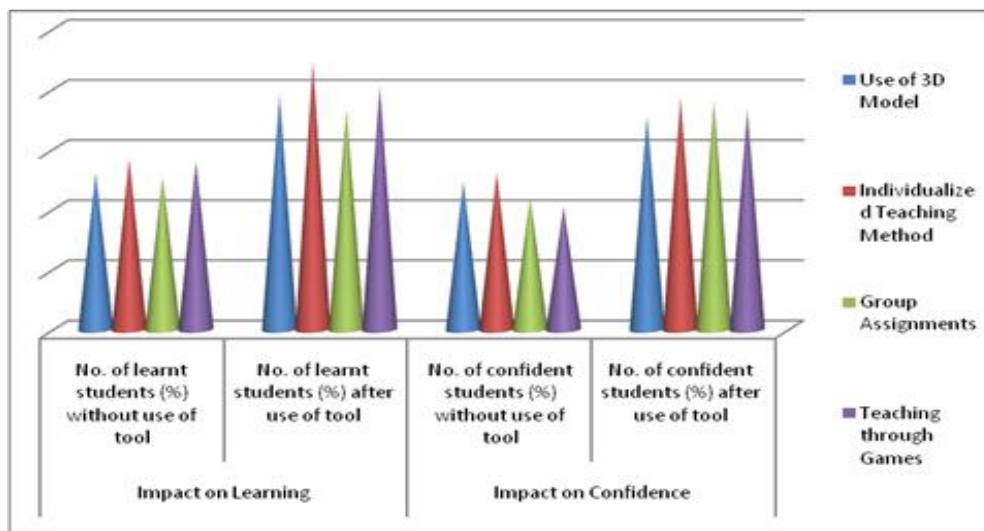


Fig 1: Impact of Instructional Inclusive Tools on Students

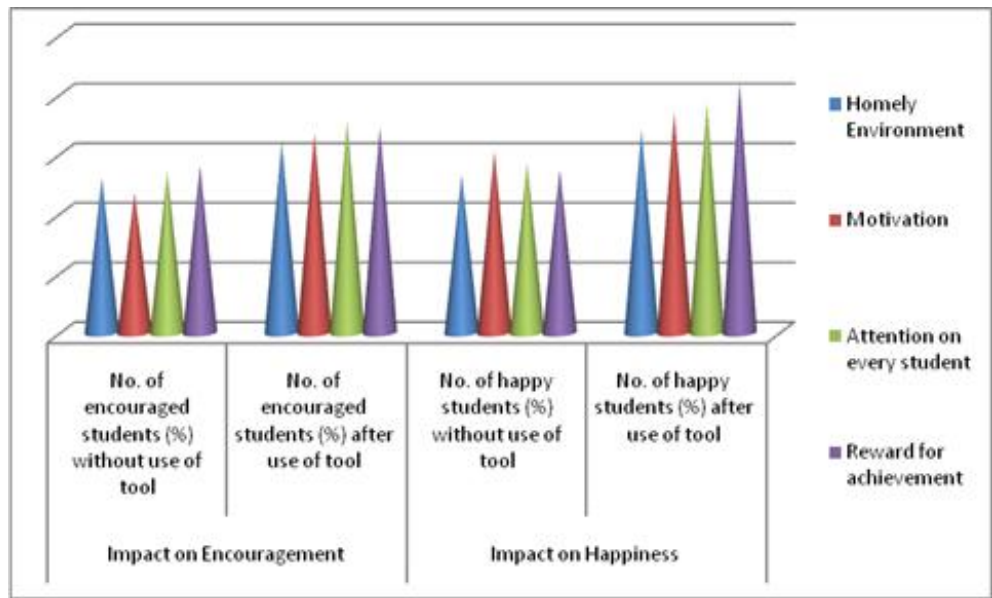


Fig 2: Impact of Psychological Inclusive Tools on Students

Use of inclusive tools and methods with instructional and psychological methodology is helpful to improve student’s performance. Use of 3D model, group assignments, individualized teaching and teaching through games improve student's learning and confidence. On the other hand, homely environment, motivation, attention on every student, reward for achievement increase students encouragement and happiness.

Conclusion

It is necessary to increase awareness about inclusive education among teachers. There is need to organize various teacher training programmes. There is also a need of trained and adequate no. of teachers to handle special needs of children with disabilities and a curricula that can be uniformly taught to design teaching aids and hand them out as kits. In order to realize dream of providing basic education to all children, it is necessary to make inclusive education an integral part of education system. To make inclusive education successful, there is need to bring about a great change in the schools by modifying curriculum and methods of teaching. It is necessary to meet the individual need of all students to make inclusion a success.

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