



Why and for what inclusive education!

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DOI- 10.5281/zenodo.7496068

Abstract:

India has various traditions, caste, religion, race, geographical, physical, linguistic, cultural, literary, e. It is the only unified country in spite of diversity. But in the world, India is still not a perfect country in terms of education, because many elements such as those living below the poverty line, having poor economic conditions, tribal, underprivileged, women, disabled people are seen to be isolated from education. According to the Right to Education Act 2009, primary education is free and compulsory for all children. Therefore, all children have that right. All these factors need to be educated. Arrangements have been made for them to receive different types of education according to the proportion of the disabled. Children with special needs such as deaf, blind, disabled are given education through special schools. Quality education is a basic human right of every child. After this is accepted globally, inclusive education has become the need of the hour.

Keywords: Education for all, personal attention, capacity building, interactive skills, lower educational costs;

Introduction:

In 1960, the concept of 'Education for all' came into existence in many countries of the world. This concept gradually gained momentum and started spreading during 1981. In 1990, the concept of 'inclusive education' emerged from the concept of education for all. In 1994, a total of 92 countries including India and 25 academic associations have approved and adopted this concept. In 1999, the United Nations Educational, Scientific and Cultural Organization (UNESCO) suggested that inclusive education should be developed according to the needs of different children in regular schools. According to UNESCO, 'Inclusive education is a developmental approach that focuses on addressing the learning needs of disadvantaged children, youth and adults'.

Curriculum, studies, teaching methods and school environment started to be rethought. Many students were absent along with all normal children. An attempt was made to bring them closer. E.g.- Physically and mentally disabled

children, children with educational disabilities, children from remote hilly, tribal and slum areas etc. Earlier, education facilities like Integrals Education for disabled children were done in India during the post-independence period. Although these children were included in the school along with the general children, there were some flaws in this education, so the innovative concept of implementing the policy of including all in the same class came. That concept is 'Sarva Shiksha Abhiyan'.

In Western countries, the positive development of these children has already been achieved due to the initiative of inclusive education. Looking at their level of progress and confidence, we should also design a curriculum for our children based on their abilities under inclusive education. By co-ordinating and planning specially trained teachers and general teachers, they can be taught along with other normal children in regular schools using simple methods and educational materials. These children will be

integrated with normal children and will gradually lead a normal life and be assimilated into the mainstream. They will successfully live their lives by independently meeting the challenges that come their way while living in society.

What is inclusive education?

Education in which children with special needs, despite their different abilities, are given equal opportunities to study in the same class with normal children is called inclusive education. This education is based on the principle of 'equal opportunity' and everyone is accepted in the mainstream of this education system.

Inclusive education occurs when children with disabilities or children without disabilities participate in the same classroom and learn together. But when children are taught together, the academic and social outcomes are much more positive, and positive changes occur for all children involved. Placing children with disabilities only or in the same class does not produce positive results. Inclusive education occurs when there is good planning, support and commitment from professionals working with these children.

Inclusive Education and Persons with Disabilities Act 2016:

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The recently enacted RPWD Act 2016 i.e. Rights of Persons with Disabilities Act promotes inclusive education. It is defined in the Act as inclusive education, where students with or without disabilities can learn together and the teaching and learning system is adapted to meet the different needs of students with disabilities in an appropriate manner. (Section 1m. Rights of Persons with Disabilities Act, 2016)

Concept:-

In the 86th amendment of the Constitution of India, it has been accepted that it is the responsibility of the government and the society to provide free and compulsory education to all boys and girls between the ages of 6 and 14 up to class VIII and it is a fundamental right of the boys and girls to get it. Accordingly, action has been started everywhere. This is a revolutionary and transformative

event for the future generation of the country. Education for all children means bringing children with disabilities into the mainstream of education.

Article 1.1 of the Universal Declaration of Human Rights includes 'Education for All'. This means that every person in the society should get education. For this, the concept of comprehensive education was born.

The concept of inclusive education came into being in many countries in 1960s. Since 1981, the International Year of Persons with Disabilities, this concept has gained momentum. In 1990, a global conference was held in Jogshyam, Thailand. In this conference, the need for inclusive education was discussed and this concept was presented at the global level. In 1994, 92 countries and 25 world organizations including India accepted this idea and concept. Meaning: - Inclusive education means inclusion as a method and approach for making provision of education to all children without any discrimination. Inclusive education is the inclusion of children with special needs, children with disabilities in the general education scheme. All-inclusive education means providing equal opportunity of education to the individual without any discrimination.

Characteristics:

The following characteristics of inclusive education help the inclusive teacher to decide his teaching strategy:

1. Students find cooperative learning effective because of group activities. Social skills such as group building, leadership development, participation, interaction etc. are developed through cooperative learning and become strengths of inclusive education. The teacher should convince the students of the importance of the characteristics of the strategy of helping in educational development through mutual cooperation, the progress of all and the success of the group, and see how they will get used to it.
2. A classroom teacher needs teaching skills in imparting subject knowledge to all types of children. While he is teaching, he fills up the gaps in teaching by taking support from other teachers. At such

times the relationship between the two teachers should be flexible and communication should be effective.

3. If a student teaches the students of his class or lower class, it will increase the self-esteem, confidence and understanding of the subject among the students of that class.

4. The relevant therapists treat the special children and normal children as per the need to remove the errors related to speech, language, body, occupation. 5. The curriculum is modified from time to time keeping in mind the educational, emotional, social etc. needs of both types of children.

6. Schools that have all kinds of study facilities, teachers and educational institutions welcome all kinds of children by admitting them.

7. Although there are more students in the class, the teachers give individual attention to the children and involve them in all activities and progress them.

8. All children are informed about social work.

9. All the teachers consult to solve the academic and other problems of the children.

10. Needy children are not deprived of education.

Inclusion programs have been successful in the US and New Zealand. In 1997, it was decided to bring quality and practical education to all children in the age group of 6 to 14 years to bring them into the mainstream of education. Finally, he got the form of inclusive education.

Advantages:

1. As normal children and children with disabilities interact, they learn to help each other in the environment; They learn communication and interaction skills from each other; From interactions, they learn about friendship, belonging, relationships, what it means to be a class member, etc. Bisexual children interact positively with each other. As a result, normal children as future citizens learn how to behave like citizens with special needs.

2. Education of normal children and children with disabilities together helps to reduce the educational expenditure burden of the government.

3. Inclusive education allows 75 percent of students with disabilities to be admitted to a mainstream school, providing them with an opportunity to learn with everyone rather than the limited environment of a special school. Also, special children learn how to adjust with normal children in the classroom in terms of prayer, art, sports, lunch break, competitions etc. Puppets, films, lectures, ideal reading, by broadening the consciousness of the twins through programs like Adarsh Vartan, they develop a sense of expectation.

Limitations:

1. There are both special and general students in the class. Therefore, the method and speed in which the teacher teaches in the classroom considering both types of students, the teaching is slow in the eyes of normal children. As a result, the average student is likely to get bored.

2. The teacher does not have the choice to give special attention to the needs of special children.

Misconceptions about inclusive education:

Some opinions about inclusive education are based on misinformation. There are three general assumptions about inclusion:

Separate education is good:

Reality: Integration doesn't work. If children are segregated on the basis of race, ability or any other characteristic ... it is not equal or fair education. Research shows that children with disabilities learn more than others in inclusive classrooms.

Children must be 'ready' to be included:

Reality: All children have the right to live with other children their own age. A child with a disability does not need to perform at a certain level or behave like other children in his class. Every child is unique and different.

Parents do not agree with inclusive education:

Reality: Parents have been and continue to be the inspiration for inclusive education. When parents of children with disabilities and school professionals work together... the best results come. Progress happens when there is collaboration and

communication and trust between parents and professionals.

Barriers to Inclusive Education Actions: -

Social Barriers: - Negative attitude towards education of special needs and underprivileged in the society, traditional thinking in the society, superstition, prejudice etc. This creates barriers to inclusive education.

Obstacles in meeting daily needs: - Children with special needs have special needs. When one need is met, another is created, then time has to be given for them to be met. Various problems are faced while fulfilling those needs.

Geographical Barriers: - Hilly areas, forested areas, remote areas, lack of proper roads, so it takes time to provide educational facilities. Citizens of tribal areas are not keen on education. Therefore, obstacles arise in reaching inclusive education to them.

Economic situation: - As the economic situation is bad, the deprived elements think how to get rid of the big problem of getting two meals a day. Planting or other agricultural work that employs children as laborers, many farmers cannot afford the cost of education. Moreover, a disabled child does not have to bear extra expenses. Therefore, inclusive education cannot be achieved.

Barriers to medical treatment: - Children with disabilities have to be treated on time. Treatment is not available if there are hilly and remote areas. One has to go to the city and spend a lot of money to get treatment. Also, if admitted to an inclusive school, there is no medical facility available in case of emergency.

Feeling of inferiority: - Due to frequent criticism, children with special needs and underprivileged develop lack of self-confidence and thus inferiority arises. •

Teacher's Mindset: - Teacher's role is important in inclusive education. Their attitude should be positive. But many times, if the work stress arises, the mindset of the teachers is seen to change. Therefore, inclusive education is not effective.

Training of teachers: - Various trainings are frequently provided to impart inclusive education. That training has to be more qualitative and comprehensive. Many times, teachers do not take training seriously. Therefore, such children stay away from inclusive education.

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Administrative barriers: - Facilities for children with special needs and underprivileged are available but it is not implemented properly. Those plans do not reach them. Awareness of scheme and education is not done properly.

Conclusion:

Inclusive, equitable and quality education is the right of every child. This education will equip students and other stakeholders with the knowledge, attitudes and skills to work effectively with diverse groups of students. Curriculum Framework, especially NCF 2005, learning outcomes and appropriate teaching methods to achieve these will help the reader to have a close look at the National Policy. In order for inclusive education to be good and quality, the society, teachers, parents should be aware of the responsibility, interest, love and warmth towards those with special needs. Then a good inclusive society will be formed. Government of India is trying to make education process stronger and qualitative through inclusive education. In this regard, efforts are also being made to create awareness about inclusive education in various ways through the media. Because of this, teachers. Accept each child as a member of the group, reorganize the classroom physically and mentally to ensure that the needs of all children are met, plan

activities in such a way that all students in the class can participate, and maintain school procedures in a way that accommodates student diversity. and to assist needy children, extending a helping hand preferentially to them, , educational institutions should give equal importance to studies, sports, co-curricular and recreational activities, develop an attitude of working for the society in the youth, include it in the school curriculum so that children get the gift of social service, and also involve students in activities like gardening, tree planting and water conservation, This will bring children closer to nature, teach them about the need for water conservation and implement comprehensive strategies with emphasis on the triad of water minimization, reuse and recycling.

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