

# Role of Inclusive Education among Children in Schools

Merin Bose

MA, M.Ed

**Abstract:** *Inclusive Education denotes that all children irrespective of their strengths and weaknesses will be part of the mainstream education. The feeling of belongingness among all community members – teachers, students and other functionaries is developed through inclusive education. Inclusive education is for all, irrespective of any social community, caste, class gender and (dis-) ability of the child. Inclusive education is a practice of teaching handicapped children in regular classrooms with non-handicapped children to the fullest extent possible; such children may have orthopedic, intellectual, emotional, or visual difficulties or handicaps associated with hearing or learning. In India there are constitutional provisions for Inclusive Education. Education is the right of all children, and IE aims to ensure that all children have access to an appropriate, relevant, affordable and effective education within their community. This education starts in the home with the family, and includes formal, non-formal and all types of community-based education initiatives. Article 14, Article 21A, The 86 Constitutional Amendment Act 2002 of the Indian Constitution clarifies that “all” includes children with disabilities as well. This article will discuss Concept of inclusive education. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. It is one of the most effective ways to promote an inclusive and tolerant society. India has advocated the implementation of inclusive education supported by relevant policies, legal enactments, schemes, programmes and plans.*

**Keywords:** Inclusive education, handicapped children, constitutional provisions, disability, programmes and plans

## 1. Introduction

Inclusion is the ideological basis for the process of inclusion of students with disabilities in general education. It is an idea where every child will have a certain place in the field of education and teachers will become not only information distributors, but also appropriate teaching-assistants. The ideal inclusive situation will only arise when the education of students with disabilities becomes an integral part of that education system. That is to say, from now on, the general teachers of every general school will be able to provide minimum education to the disabled students without the help of any special teacher. “Inclusive education happens when children with and without disabilities participate and learn together in the same classes. ... We also know that simply placing children with and without disabilities together does not produce positive outcomes. Inclusive education occurs when there is ongoing advocacy, planning, support and commitment.” --- L Sodak & E Erwin.

Inclusion is a philosophy built on the belief that all people are equal and should be respected and valued, as an issue of basic human rights. an "unending set of processes" in which children and adults with disabilities have the opportunity to participate fully in all community activities offered to people who do not have disabilities (UNESCO, 1997). Inclusive education is a practice of teaching handicapped children in regular classrooms with non handicapped children to the fullest extent possible; such children may have orthopedic, intellectual, emotional, or visual difficulties or handicaps associated with hearing or learning. It differs from previously held notions of 'integration' and 'mainstreaming', which tended to be concerned principally with disability and 'special educational needs' and implied learners changing or becoming 'ready for accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept. It is about, rejecting segregation or exclusion of learners for whatever reason-ability, gender,

language, care status, family income, disability, sexuality, colour, religion or ethnic origin; ·maximizing the participation of all learners in the community schools of their choice; ·making learning more meaningful and relevant for all, particularly those learners most vulnerable to exclusionary pressures; ·rethinking and restructuring policies, curricula, cultures and practices in schools and learning environments so that diverse learning needs can be met, whatever the origin or nature of those needs. Education being one of the primary determiners of our lives, which enables us to achieve further goals, the necessity to find out the status of education scenario as far as persons with disabilities are concerned was felt from the very beginning.

## 2. Objectives

- Minimally controlled environments include more intensive education for children with mild disabilities.
- Emphasis on meeting the specific educational needs of the child rather than class.
- Determining ways to improve the mindset of normal classmates and to develop a collaborative attitude towards a classmate with disabilities.
- Gradually reducing social distance through sharing of various facilities and on the basis of mutual understanding.
- Eliminate the frustration, inferiority complex of students with disabilities.

## 3. Background of Inclusive Education

The government of India is constitutionally committed to ensuring the right of every child to basic education. The Government of India has created numerous policies around special education since the country's independence in 1947. One of the earliest formal initiatives undertaken by the GOI was the Integrated Education for Disabled Children (IEDC) scheme of 1974 (Seventh all India School Education Survey - NCERT, 2017). The Kothari Commission (1966) which

highlighted the importance of educating children with disabilities during the post-independence period (Sharma B. , 2011). In 1980s the then ministry of Welfare, Govt. of India, realized the crucial need of an institution to monitor and regulate the HRD programmes in the field of disability rehabilitation. Till 1990s, ninety percent of India's estimated 40 million children in the age group- four-sixteen years with physical and mental disabilities are being excluded from mainstream education. The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (1992) stresses the need for integrating children with special needs with other groups. The Government of India implemented the District Primary Education Project (DPEP) in 1994–95. In late 90s (i.e. in 1997) the philosophy of inclusive education is added in District Primary Education Programme (DPEP).

#### 4. Review of Related Studies

Sixteen years ago the Salamanca World Conference on Special Needs Education endorsed the idea of inclusive education. Salamanca Statement argues that regular schools with an inclusive orientation are 'the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all'. Furthermore, it suggests that such schools can 'provide an effective education for the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system' (UNESCO, 1994).

Inclusion has been advocated for children with disabilities (Bunch & Valeo, 1997; Helmstetter, Peck, & Giangreco, 1994; Hunt & Goetz, 1997) where students with disabilities today it does not have education as part of its agenda and the issue of education of children with disabilities remains invisible, hidden from the public domain, a private problem for families and NGOs to deal with. It's time that government agencies as well as mainstream institutions woke up to the reality that segregation of children is morally unjustifiable and a violation of human rights. Indeed there is no other way to provide education to 36 million disabled children. Seventy-eight percent of our population lives in rural areas. Where is the money for special schools there? Therefore inclusive schools have to address the needs of all children in every community and the central and state governments have to train their teachers to manage inclusive classrooms.

Quite clearly the seeds of the rapidly growing global movement for inclusive education have germinated in India where a massive population of 80 million citizens including 40 million children have been callously excluded from the education system, and consequently from the national development process. One of the beneficial fallouts of the communications revolution has been the free flow of ideas, concepts and development models across national borders. Research studies around the world and NRCI's pilot project in Mumbai have clearly demonstrated that inclusive education is not only imperative on the grounds of morality, social justice and equity but also makes economic sense. With the Kochi Declaration of Jan 31, 2003 having drawn up a clear road map for implementing the much-delayed Education For All agenda, an opportunity for translating politically correct EFA rhetoric into classroom reality has devolved upon the

central and state governments-and citizens-across the country.

#### 5. Methodology of the Study

Due to the availability of the resources and feasibility of the present research paper, study is conducted on the basis of secondary sources of data. Secondary data has been collected from various books, Journals, research articles etc. The methodology of the study also includes the thoughts and writings of various authors in the stream of academics and research.

#### 6. Results

According to the AMT, the following analytical components must be identified as: the maxim on which the argumentation is based and the relative locus at work; the endoxon, i.e., the premises shared by the discussants, and the datum, i.e., the punctual information and facts regarding the specific situation at hand (usually representing the part of the argument that is made explicit in the text) to which the argument is linked. The results of the AMT's reconstruction will be represented through graphical tools adopted to show the above-mentioned components. Generally speaking, the different arguments used by the parties can be viewed in terms of a constellation of features (Goodwin, 2006), including various interactional structures connected to aims, perceptions, directives, accounts, etc. In the present paper, we will limit our conceptual analysis of two narratives to some elements that are essential for the aim of the study, although we are aware that this is a partial choice. Accordingly, the locus at work for the maxims will not appear in our schemes and only the arguments sustaining the main ideal view of each narrative and the presumed positions associated with the selected arguments will be presented.

#### 7. Conclusion

Right to Education Act 2009 ensures education to all children irrespective of their caste, religion, ability, and so on. It is essential to build an inclusive society through an inclusive approach. In doing so, we have challenged commonly held beliefs and developed a new set of core assumptions. Inclusion is more than a method of educating students with disabilities. It stresses that each child, regardless of the intensity and severity of his or her disabilities, is a valued member of society and is capable of participating in that society. A good inclusive education is one that allows all the students to participate in all aspects of classroom equally or close to equal. To meet the challenges, the involvement and cooperation of educators, parents, and community leaders is vital for the creation of better and more inclusive schools. The Government of India is trying to improve its education system focusing on the inclusive approach. The success of inclusive education depends largely on the association of normal classmates with children with disabilities. An important aspect of the relationship with classmates is the support they receive from the students in the classroom. This means that normal children who are a little ahead in their studies can also help their classmates with disabilities in some educational matters in the classroom. At present, in some developed

countries, short-term training of normal students is provided in this field.

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