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01

Making Education for all Inclusive: Implementing Strategies

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Abstract

Every child has the right to education. Inclusive education is a fundamental human right for every child with a disability. It accommodates all students irrespective of level. Teachers are significant part of society, and they played a tremendous part in the growth and development of the country. As inclusive education is becoming a major concern in every country, the study aimed to explore the inclusion of disabled students in mainstream schools is the topic of interest for most of the researchers of this technological world. This article argues that beyond the criticisms, inclusive remains a good educational option for inculcating equitable, socially and value-based practice in education systems. It suggests some measures especially for those with disability in society. It provides some executions for inclusive education practice in India.

Introduction

Inclusive education is an innovative approach towards refining the students of learning difficulties and disability with other normal children. It connects all students under the same roof, irrespective of their potential and

weaknesses of any academic and non-academic area and it improves the skills of all the students. It is one of the most valuable ways in a broad-minded society. It is observed that from the study of UNESCO that more than 1.6 million students in 190 countries quit schools for various reasons. The study of Child India Fund found that students may not continue their studies if there is educational support. Most of the children are categorized by gender, disability, caste and poverty, it is therefore to address the needs of every children in all communities to involve in inclusive education. This article analyses the concept, which includes the significance, its challenges and measures to overcome the obstacles in implementing inclusive education in India.

Concept of Inclusive Education

The idea of inclusive education has originated from the concept of giving equivalent prospects according to the needs of the children. Inclusive education means children with disabilities are assisted according to their age, at their living place and get focused instruction described by individualized education programme within the content of the entire curriculum and common class activities (Halverson & Neary, 2001).

Background of Inclusive Education Programme

In 1994, the main support and encouragement for inclusive education were reframed in the World Conference on Special Needs Education in Salamanca, Spain which focused that every school should admit all students irrespective of their emotional, intellectual, social, physical, linguistic and other conditions. Similar statement was highlighted at the World Education Forum conducted at Dakar in 2000. It stated- "The key challenge is to ensure that the broad vision of education for all as in inclusive concept reflected in national government and funding agency policies. Education for all must take into account the needs of the poor and the most

disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs..."

The Constitution of India devoted to make sure of the rights of basic education to all the learners. In accordance with the programme, it has framed numerous policies with respect to special education since independence. The initial official implementations of the government were undertaken on Integrated Education for Disabled children (IEDC) scheme of 1974 (NCERT, 2011). It was estimated that more than 40 million children in the age group of 14-15 years were suffering from physical and mental disabilities are being debarred from the mainstream of education. In late 1997, the Government of India added inclusive education through District Primary Education Project. The programme highlighted the incorporating children with mild to moderate disabilities that became one of milestone programmes of India. In 2001, Sarva Shiksha Abhiyan was established to follow the aim of Universalisation of Elementary Education. National Curriculum Framework, 2005 clearly defines the context of inclusive education and how it is to be implemented.

Benefits of Incorporating Inclusive Classroom

The following benefits are the integrating special need children in common classroom.

Progress of Positive Perception

Positive perception supports the students of disabilities in a regular school,

Concord Development

In addition to academic education, friendships and social skills are encouraged. Allowing special needs children in the school settings may make them to recognize the network of friends in school set-up.

Consummation of Parent's Expectations

Parents expect that their ward to have a healthy life in a conducive atmosphere and ac-

cepted by their peers. Inclusive education in school optimistically prove their academic performance, their personality and consummation of parent's dreams. It minimizes the stigmatization and help such children to their reach the height of success.

Parental participation

Implementing inclusive learning in the classroom motivates the parents to be enthusiastically and participate in their ward's academic and non-academic activities. Parents expect enthusiastically to witness the presentation of their children during activities like sports, debate, and any other activities. It may lead to high involvement in later stage or upcoming events.

Innovative Teaching Methods

Teachers can apply different materials and mediums to involve students in learning activities. The class may include theater art, computer and video software along with traditional way of text. Teachers can increase their involvement in the whole class in a specific style of learning and expression.

Promoting Unique and Individual learning style

Teachers can create universal design learning among the children. It gives equal chances to every student to learn, based on the fact that every learner has specific and individual learning method. As per the universal design learning, there are three brain networks that are accountable for how a student learns, they are: recognition network, affective network and strategic network. It is imperative for teachers to foster the principles of universal design learning.

Enhances Academic Excellence

Collaborative learning in the class promotes academic excellence. Children aims higher expectations due to the presence of other students with diverse abilities. Disability students challenge themselves to perform better like their own classmates, whereas, other students naturally fix a high standard for them

selves.

Development of leadership skills

In an inclusive learning situations, students obviously learn to take the responsibility of caring other students. In such situations, students come forward and support their friends who are bullied, which positively leads to develop leadership skills. The school too encourage self-discovery as students with various abilities, see themselves engaging in various activities.

Distinction between traditional and inclusive approach

Traditional Approach	Inclusive Approach
Education for some Education is rigid Collective learning are applied Learning is done in a segregated set up It is subject centered Education is diagnostic and Prescriptive Opportunities are limited by exclusion Disability view Labels children based on disability	Education for all Education is flexible Individualized education Learning is done in an integrated setting. It is child centred Holistic education is given. Equalisation education for all Curricular view It opposes every kinds of labeling.

Challenges of Inclusive Education in India

In India, the number of disabled students are so large, their problems are complex. The existing resources are damaging the social set up. The road to achieve inclusive education is as long and challenging. India is a multi-cultural, multi-religious country and its people are satisfied along with the sharp socio-economic and caste line. The following are the issues to implement inclusive education in India.

Less number of Enrolment

Disability children are less in number in normal schools. So special attention is not possible in main stream education system.

Ineptitude teachers and leadership barrier

Teachers role is significant in implementing successful inclusive education. There is a lack of competent teachers, lack of knowledge and educational qualifications. Such teachers may spoil the purpose of inclusive education.

Large class sizes

Large classes are the obstacles for the

special students in order to take full advantage in common classes.

Hard time Curriculum and instructional practice barrier

Rigidity in curriculum will not let the special students to follow with the normal children. No exclusive curriculum is offered to satisfy the diverse needs of special children.

Resource Barriers

Lack of infrastructure facilities in institutions are the fundamental issues which spoils the dream of inclusive education. In inclusive classroom, there is a lack of supporting tools and instruments. The entire concept of inclusive education is defeated due to lack of understanding, lack of political will, negative attitude and compassion on the part of teachers, parents, classmates and community. As a result these children experience discrimination.

Measures to Mitigate the Issues of Inclusive Education

Cooperative Teaching

Cooperative teaching is "an approach in which general and special education work in co-active and co-ordinated fashion to jointly teach heterogeneous groups of students in educationally integrated settings. (Bauwens, Hourcade & Friend, 1989). Exchange of strategies- planning, teaching and assessment among effective team of teachers is the special feature of co-operative teaching. The two teaching professionals will combine their skills, training and strategies to strengthen teaching-learning process.

Push -In

In the general education classroom, the specialists work closely with learners. Differentiated instruction, instructional support, or any other connected services are provided in the classroom. Teachers of general education, special education teacher and other speech therapists work collaboratively work. In this method of teaching, the push-in provides the instruction and essential materials to the students. Reading specialists, may come into the class to

work with the students during language development period.

Push-Out

Specialists work closely with students outside of the general education classroom. Instructional support or related services are provided in small groups or one-on-one in a separate setting.

Play-based Teaching

This method is used mainly for written language as it combines analytical and emotional learning by helping learners to learn with fun. It is important for teachers to create play situations by using instruction in fine motor skills, visual spatial coordination and orientation, active attention, memory etc.,

Differentiated Teaching

Teachers teach one lesson for all students with variations for each students needs. The teacher has to plan within one lesson, separate programs, weaving individual goals into classroom content. i.e., teachers accommodate each students' learning style and instructional preferences in their teaching. Differentiated instruction allows students to learn from one another.

Conclusion

To conclude, "Education for All" is an unrealistic attainment without educational opportunities for the students of special needs. Many open universities such as Indira Gandhi National Open distance learning mode provides flexible time schedule that is suitable for children with special needs. At the same time, regular schools should be encouraged to welcome diversity and let the children with special needs feel that they are welcomed.

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