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Inclusive Education in India

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Abstract

Inclusive Education is a new approach towards educating the children with disability and learning difficulties with that of normal ones under the same roof. 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. About 80% of Indian population lives in rural areas without provision of special schools. It means, approximately 8 million children out of school in India (MHRD 2009 statistics), many of whom are marginalized by dimensions such as poverty, gender, disability and cast. To solve these problems, Inclusive schools have to address the needs of all children in every community and the central and state governments have to manage inclusive classrooms. Keeping in view, this article begins with brief discussions about inclusive education.

Key word : Inclusive Education

1.1 Introduction:

An inclusive school is a school where :

Every child is welcome

Every parent is involved

Every teacher is valued

Every child has a right to a quality education that respects and promotes his or her dignity and optimum development are at the core of UNICEF's human rights approach to education. Quality education is a right for every child. The Convention on the rights of the child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD) both clearly express the aim of guaranteeing quality education for all and the importance of providing the required holistic support to develop each child's potential. Quality education can only be achieved when each and every child, including the most marginalized and excluded children, are in school receiving inclusive quality education that provides them with the learning required for life.

Around the world, children are excluded from schools where they belong because of disability, race, language, religion, gender and poverty.

But every child has the right to be supported by their parents and community to grow, learn, and develop in the early years, and upon reaching school age, to go to school and be welcomed and included by teachers and peers alike. When all children, regardless of their differences, are educated together, everyone benefits—this is the cornerstone of inclusive education.

1.2 Concept of Inclusive Education:

Ovide Decroly (1871-1932) “ The school will be located wherever is the nature, wherever life is, wherever the work is” In 1901, **Decroly** founded a school for children with mild disabilities (behavioral disorders, learning disabilities, light mental retardation).He gradually invented his pedagogy.

The word **inclusive** means to include others or another. Inclusive means **non-discrimination, open to every one : not limited to certain people.**

Inclusive education is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one class room and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential.

Inclusive education is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenge and benefits of diversity. Within an inclusive education approach , learning environments are fostered where individual needs are met and every student has an opportunity to succeed.

Inclusive education – also called **inclusion-is education** that includes everyone, with non-disabled and disabled people (including those with “**special educational needs**”) learning together in mainstream of schools, colleges, and universities.

The term “ **Inclusive Education** ”is used to mean the inclusion of persons with physical and mental impairments, such as sensory or mobility limitations, intellectual disabilities, learning disabilities, language disorders, behavior disorders ad autism spectrum disorders.

Disabled people of all ages and/or those learners with ‘**Special Educational Needs**’ labels being educated in mainstream education settings alongside their nondisabled peers, where there is a commitment to removing all barriers to the full participation of every one as equally valued and unique individuals.

1.3 Meaning of Inclusive Education:

Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all type of students learn and participate together.

As per NCERT,2000 – Segregation or isolation is good neither for learners with disabilities nor for general learners without disabilities. Social requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices.

Inclusive education is key in building inclusion communities, when children with and without disabilities learn together it promotes an inclusive society. It is about our feature living in the community and having jobs like everyone else.

It includes all the students who are away from the education for any reasons like physically or mentally challenged, economically, socially, deprived or belonging to any caste, creed, gender etc.

1.4 Definition of Inclusive Education:

According to National Commission of Special needs in education and training (NCSNET) “Inclusive Education” is defined as a learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, color, gender, disability, religion, sexual preference, learning styles and language”.

According to **disabilities, awareness in action (2003)** when we refer to ‘inclusion’ we mean the participation of disable children through the provision of fully accessible information, environments and supports. This can include the provision of barrier free environments, information in alternate media such as braille or on tape, acknowledgement of sign as a language and the provision of personal assistance support and interpretation.

According to UNESCO 2004 views inclusion is defined as “*a process of addressing and responding to the diversities of needs of all learners through increasing participation in learning, culture, and communities, and reducing exclusion within and form education.*”

Inclusive education (IE) is often defined as a journey away from the kind of segregation where children with particular difficulties have been put together with other children whose needs are similar.

Inclusive education can be defined as the process of increasing the participation of students in the cultures, curricula and communities of local mainstream schools.

Inclusive Education as defined by NCF,2005

- Disability is a social responsibility
- Failure of a child is an indication of the failure of school
- No selection procedures to be adopted for denying admission to learner with disabilities
- Accept difference and elaborate diversity.
- Inclusive is not confined to the disabled , it also means non-existence
- Learn human rights and conquer human wrong
- Handicap is a social construct, deconstruct handicap
- Make provisions and not restrictions, adjust to the needs of the child
- Remove social, physical, and attitudinal barriers
- Partnership is our strength such as: school-community; school teacher ; teachers-children ; children-children; teachers-parents, school systems and outside system
- All good practices of teaching are practices of inclusion
- Learning together is beneficial for every child
- Support services are essential services
- If you want to teach, learn from the child
- Identify his strengths and not limitations
- Inculcate mutual respect and inter-dependence

1.5 Need and importance of Inclusive Education

- To fulfil the constitutional responsibilities
- For the development of healthy citizenship
- For achieving the universalization
- Developing feeling of self-respect
- For social equality
- Self-reliant
- To enable children to stay with their families

1.6 Objectives of Inclusive Education

- Bring educational opportunities at the door step.
- To make familiar with their abilities and capacities.
- For all round development in their personality.
- Help in adjustment in environment.
- Change the attitude towards them.
- Make independent.
- Guidance for parents.
- Utilize contribution for the progress of country.
- Aware about their rights and facilities provide by government.

1.7 Benefits of inclusion:

Students with disabilities have the opportunity for

- experiencing academic challenges
- enjoying the satisfaction of achievements
- improving self esteem
- increasing social opportunities
- experiencing better integration into the school and the community
- Forming a wide circle of friends

1.8 Principles of inclusive education:

- No discrimination with students.
- Equal educational opportunity to all.
- Equal educational benefits for all students.
- School adopt to the need of the student.
- Student's views are listened to and taken seriously.

1.9 UNICEF's work to promote inclusive education:

To close the education gap for children with disabilities, **UNICEF** supports government efforts to foster and monitor inclusive education system. UNICEF's work focuses on four key area :

- **Advocacy** : UNICEF promotes inclusive education in discussions, high-level events and other forms of outreach geared towards policymakers and the general public.
- **Awareness-raising** : UNICEF shines a spotlight on the needs of children with disabilities by conducting research and hosting roundtables, workshops, and other events for government partners.
- **Capacity-building** : UNICEF builds the capacity of education systems in partner countries by training teachers, administrators, communities and providing technical assistance to Governments.
- **Implementation support** : UNICEF assists with monitoring and evaluation in partner countries to close the implementation gap between policy and practice.

1.10 Conclusion:

In narrow sense, an inclusive education means where children with and without disability learn together. In broader sense, inclusive education means, where children from all social, cultural, religious, economical background and abilities (including differently abled learners) work together to create knowledge with the help, guidance, support and encouragement of teachers. In a true inclusive education, **views, ideas, experiences and values** of every individual are valued in order to develop

thoughtfulness, mutual respect and creation of knowledge. Right to education Acts, 2009 made it compulsory that all children should learn in an inclusive set-up and every classroom should be an inclusive classroom. So we have to work hard to make the inclusive education is a successful one .

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