

Inclusive Development Through Inclusive Education: A Critical View.

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Abstract

Inclusion of education suggests that a normal student and a disabled or disabled student should get equal education opportunities to meet special educational needs. A normal student spends most of his time in school with a disabled or disabled student. Earlier, inclusive education was envisaged only for special students, but in modern times every teacher should apply this principle in his classroom in a wide view. The present paper produces a critical view on inclusive education.

Key-words: *Inclusive education; Inclusive practices; Importance; Necessity; Strategies.*

Introduction

If we pay attention to what has been the achievement of the education system after independence, then we will probably get some satisfactory figures. Today, the school education system of India is the second largest education system in the world after China. Where about 55 lakh teachers are doing the work of teaching 2025 lakh children in about 10 lakh schools. In 82% of the residential areas there are primary schools within a radius of one kilometre and 75% of the residential areas have upper primary schools within three kilometres. At least 50 percent of the children who pass the secondary level examination pass the examination. Even after all this, lakhs of children are currently deprived of the mainstream of education. Despite this, even today, our schools appear to be resourceless for such children who have certain educational needs due to various cognitive, physical, intellectual, social and economic reasons.

Currently, there are two types of education systems for children with specific educational needs. One that we call special school, which is residential in most cities. The purpose of which is to cater to the specific educational needs of only one type of specific children. And the second way is to send them along with all the other children to the general school in the neighbourhood and the same should be arranged to meet their specific educational needs. If the child attends this type of school, then he can live with his parents like his other siblings. Secondly, in this type of schools, all the children can learn from each other by mixing with each other. Apart from this, the child later gets help to adjust himself to the world because after all, he has to live in the same society that he is a part of, so why not keep the child in the environment from the beginning where he is educated in the school Stay after finishing? Therefore, it is good that from the beginning, the child should be sent to a mainstream school where other normal children also go. The concept of inclusive education system started with this concept. Inclusive education refers to an education system in which every child, irrespective of their specific or general needs, to fulfil their needs to teach their learning together, in a single school, with all the necessary technologies and materials.¹

Meaning of inclusive education

Inclusive education is an attitude of accepting diversities in the classroom under which children of diverse abilities study together in the general education system. Under the philosophy of inclusive education, each child is unique and may need different types of teaching in the classroom to develop like his classmates. He cannot be blamed for being behind the child, rather he should consider himself responsible for not being able to integrate well into the classroom.

Just as our constitution prohibits discrimination on any basis, in the same way, inclusive education, regardless of the specific educational needs of any children arising due to various cognitive, physical, intellectual, social, economic, etc., those children are viewed differently. Rather than as independent learners.

The principle of inclusive education or integration has its historical roots in Canada and the United States. The new education policy has started to be used in modern times instead of the ancient education system. Inclusive education does not accept special schools or classrooms. It is no longer valid to separate disabled children from normal children. Children with disabilities also have the right to participate in educational activities like normal children.²

Generally, students are placed in a class according to their age irrespective of their academic level is high or low. Teachers treat all children, normal and disabled alike. Disabled children's friendships are often made with normal children so that such group communities are formed. It is shown that one group is not superior to another group. Such behaviour increases the feeling of cooperation.

Teachers use a few methods to increase the feeling of collaboration in the classroom:

- Organizing Games to increase community spirit
- Involving students in problem solving
- Exchange of books and songs
- Exchange of related ideas in class
- Developing programs to increase the sense of community among the students
- Giving students the opportunity to play the role of a teacher
- Team up of students for various activities
- Creating a beloved environment
- Targeting for children
- Seeking parental support
- Serving specially trained teachers

Inclusive practices commonly practiced by team teaching method

One education, one collaboration — in this model, a teacher teaches and the other trained teacher contributes to the needs of the particular student and to keep the classroom organized.

An education is an observation - one teaches and the other observes the students.

Static and rotational learning - in this the class is divided into several parts. The head teacher does the teaching work. The second special teacher examines the same on other teams.

Parallel education - In this, half the class is given the head teacher and half the teacher with special education. Both groups are taught the same lesson.

Alternative education - the head teacher teaches the lesson to more students while the specific teacher teaches the second lesson to the small group.

Group education - This is the traditional education method. Both teachers teach by planning. This is a very successful teaching method.

Importance of inclusive education

- Inclusive education develops the individual strengths of each child with high and appropriate expectations.
- Inclusive education motivates other students to participate in class life with their age and work on personal goals.
- Inclusive education advocates to involve children in their field of education and also their parents in the activities of their local schools.

- Inclusive education provides an opportunity to accept personal differences along with the school culture of respect and belonging.
- Inclusive education develops the ability to develop friendships with a wide variety of other children, each with their own personal needs and abilities.

In this way, inclusive education supports the talk of connecting all the children of the society with the mainstream of education.

Inclusive education is meant to teach students with disabilities (nowadays called students with special needs) by sitting alongside normal children so that there is no discrimination between normal children and children with special needs and both types of students. Understanding properly, we can do the work of reading and reading with mutual support.

A broader goal of inclusive education also seems to be that when educated together, the common people can better understand the concerns of individuals with specific needs in the future and develop the required sensitivity towards them. There is also a political economics of its own to encourage inclusive education, which is inspired by the processes of geopolitization or liberalization. This political economics is based on the belief that government should spend least on public welfare, social and non-productive activities. Running special schools for children with special needs is an expensive deal (that too for at least five categories of the disabled). Therefore, the concept of inclusive education is being encouraged.³

To implement inclusive education at the grassroots level, part-time teachers and teachers are called by different names to teach people with disabilities of the main categories of different states of the country- visually impaired, orthopedically deaf, deaf, retarded and autistic. . They are paid less than the minimum wage in most states and inadequate training.

Inclusive education, as it is the product of land-grouping, therefore has wide support from international and multinational companies as well. This support also has its own politics, mathematics and science. Various public organizations and social organizations working in the subjects of the handicapped also have their own politics. Most organizations with disabilities, especially those with visual impairments, oppose this, in the name of inclusion.⁴

In this way, both access to education and quality of education are under serious question in the entire model of inclusive education. For this, ongoing policies and tendencies to resolve urgent issues momentarily are largely responsible.

The word inclusion does not have any special meaning in itself. The conceptual, philosophical, social and educational framework around inclusion defines inclusion. In the process of inclusion, the child can not only be enabled to participate in democracy, but it can also be enabled to learn and believe that to maintain democracy, interacting with others is also equal.

Necessity of inclusive education

- Inclusive education develops her individual strengths, with high and appropriate expectations for each child.
- Each child is naturally motivated to learn.
- Inclusive education helps other children to harmonize their own individual needs and abilities.
- Inclusive education provides opportunities to accept individual differences, along with the school culture of respect and belonging.
- Inclusive education motivates the child to participate in classroom activities like other children and to work on personal goals

- Inclusive education advocates for the inclusion of parents in their education activities.

Inclusive education is a modified form of words like right to education in the true sense of which one of the objectives is to provide opportunities for children with special educational needs to receive education under an egalitarian education system. Inclusive education supports connecting all the children of the society to the mainstream of education.

Basis of inclusion in education

- Each child is naturally motivated to learn.
- The learning patterns of children vary. Through experiences, through simulation, discussion, questioning, listening, contemplating meditation, sports activities, activities in small and large groups, the child gets information about his surroundings. Therefore, it is necessary to provide proper opportunities to each child in order to learn and teach. It is necessary to prepare the children for learning before learning. For this, a positive environment needs to be created.
- The child is able to establish a relationship with the same things he has learned about which has developed a good understanding due to his own environment.
- The learning process continues continuously outside the school as well as inside the school. Therefore, the learning-learning process needs to be organized in such a way that the child becomes fully involved in it and develops his understanding about it on his basis.

Before starting the process of learning, it is necessary to know the social, cultural, economic, geographical and political perspective of the child.

To have respect for the diversity of each child.

Strategies for inclusive education

Some strategies for inclusive education can be as follows: -

Inclusive school environment: - The education of the children, irrespective of their level, contributes greatly to the school environment. The environment of the school itself gives education of some things to the boys themselves. For inclusive education it is necessary that the school environment should be pleasant and acceptable. Apart from this, proper management of equipment, resources, buildings, etc., is necessary in the school to meet the specific educational, mobility, daily, etc. requirements of specific children. Without them it can be difficult to create an inclusive environment in the school.

School for all: - The basic spirit of inclusive education is a school where all the children get education together, but usually such things are seen and heard that a child has to fulfill his / her specific educational needs. Indicates inability, refused admission to the school or asked for admission to a particular school.

In order to reach the objectives of inclusive education to all children, it is necessary that the policy of school admission should be changed. Although the Right to Education Act 2009 can be called an effective step in this context, its reality on the ground is still doubted.

Corresponding to children: - The most effective way to educate children is to try to teach them through play methods and activities. An inclusive education system requires that the school curriculum, the attitudes, aspirations and abilities of the children should be kept in mind. In addition, there should be diversity and sufficient flexibility in the curriculum to make it adaptable to the abilities, needs and interests of each child, to develop various abilities and abilities in children, out of school, to the child's social life. To be able to contribute to making the children a socially productive citizen, in addition to getting education to use the child's time properly.

Guidance and guidance: - Education of children with special needs is a life-long process. The process involves regular teachers, special teachers, parents and family, cooperation and co-operation among school staff along with community agencies.

Under the inclusive education system, while going to school from Dhar, there may be some inconvenience for the child to adjust himself to the new environment at the beginning. Such as difficulty in harmonizing classroom tasks at the beginning, lack of friends, lack of confidence in the child due to naming etc. Apart from this, guidance and guidance helps the child in this transition period, during the difficult phase of physical, mental, social changes occurring during adolescence. With proper guidance and guidance, both the child and his parents can be prepared mentally, physically and socially for these changes.⁵

Use of assistive technology: - In today's era, human life has been greatly facilitated by technological measures. The impact of technology can be seen on every aspect of human life today. There is a need to use technology in the education system for the success and promotion of inclusive education. Using TV, programs, computers, mobile phones, assistive education and mobile technology can play an effective role in children's education, social interaction, entertainment, etc. Therefore, it is necessary that children, parents, teachers should be acquainted with its new technological methods for an environment of educated education and their use should be emphasized.

Active participation of the community - The entire foundation of education of children with special educational needs rests on creating participation. Through the efforts of a single person, they cannot be included in the mainstream of education. For inclusive education it is necessary that schools should be made the center of community life so that the child's sense of community life is strengthened as he has to fulfill his role as an active member of the same community after a certain time. In order to achieve this objective, from time to time, the school should organize cultural programs, debates, sports, country sports, entertainment programs and invites parents of the children and other respected people of the society that they should These children should be made aware of the merits and talents of these children by removing the fraternities related to taking education in an inclusive education environment.

Adequate training of 5 teachers: - The teacher has been considered as the real dynamic power of education system and the foundation of educational institutions. Although it is also true that all things and activities like school building, syllabus, curriculum participatory activities, auxiliary teaching material, etc. also have an important place in the educational process, but the teacher is the power that directly and indirectly the teaching-learning process. Affects the most.

Under the inclusive education system, the responsibility of teachers increases even more because in the inclusive education system, the teacher does not limit himself to only teaching work, but properly adjusting the children in the classroom with special educational needs, their For making specific educational materials, other employees, teachers and special teachers of the school also have to work for cooperation and cooperative behaviour to meet the specific educational needs of the child, distribution of economic facilities to the child, etc. is. Therefore, the teacher is expected to be fully accomplished, has knowledge of specific material, has healthy and positive attitudes towards children, explains his psychology.

Conclusion

To conclude it can be said that the policy of inclusion needs to be widely implemented in every school and all education system. There is a need to ensure the participation of all children in every area of the child's life, whether in school or outside. Schools need to be made centres where children are prepared for life and ensure that all children, especially physically or mentally incapacitated children, marginalized children of society and children living in difficult conditions. Get the most benefit of this important field of education.

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