



INCLUSIVE EDUCATION AND EQ

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Abstract

All children are Equal. So, Equal opportunity should be provided to all. Right to education act (2009) gives stress on education for all. This paper briefly describes the concept, principles, benefits of inclusion and its relationship to the development of EQ.

Key Words: *Inclusion, Inclusive Education, Emotional Intelligence,*



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Introduction

Researches proclaim that emotional intelligence is a part and parcel of a human being. In mid-1990s, **Daniel Goleman** revealed findings in neuroscience and psychology that stressed the importance of **Emotional Quotient (EQ)**. This makes us aware of our feelings and that of others. It gives empathy, motivation, compassion and an ability to respond skillfully to pleasure and pain. Goleman argued that **EQ** was a basic requirement for the use of **IQ**. If the areas of our brain that feel are damaged, our ability to think effectively is diminished. Gradually it is now clear that emotional intelligence should be inculcated through teaching learning situation.

Teaching emotional and social skill is important at schools, it can affect academic achievement positively. Emotional intelligence has a long term effect on achievement.

(**D.Goleman (1991)** , **Pool (1997)**, **Finegan(1998)**, **Abi Samra(2000)**, and (**Singh, 2001**). Lower level of emotional intelligence has given rise to a number of problematic behaviour among the youth in Malayasia. **Md. Aroff& Chang(1994)**. Emotional intelligence provides a

deeper, fully formed understanding of oneself and those around us. **Cooper and Sawaf (1997)**, and **Finegan(1998)**. Emotional well-being is a predictor of academic achievement and job success. **Pool (1997)**, and **Finegan(1998)**. Students possessing emotional intelligence or even some of the emotional skill can lead to achievement from the formal education years of the childhood to the adulthood competency in being effective in work place and in society. **Finegan(1998)**. Emotional intelligence is what gives a person a competitive edge. There is a significant relationship between emotional maturity and intelligence. **Kaur (2001)**. It is right time implement an emotional literacy curriculum in teacher education (**Kassem, 2001**). Emotional intelligence is a factor which is either developed or is destroyed depending upon environmental experiences provided by parents, teachers and society (**Mangal, 2004**).

Components of EQ

- **Self-awareness** – The ability to recognize our own emotions and how they affect our thoughts and behavior, know our strengths and weaknesses, and have self-confidence.
- **Self-management** – The ability to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- **Social awareness** – The ability to understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- **Relationship management** – The ability to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Inclusion is a way to inculcate emotional intelligence in children

Participation of students with exceptional needs in inclusive settings is based on the philosophy of equality, sharing, participation and the worth and dignity of individuals. This philosophy is based on the belief that all children can learn and reach their full potential given opportunity, effective teaching and appropriate resources.

Definition of Inclusion

Inclusion is an effort to make sure that diverse learners – those with disabilities, different languages and cultures, different homes and family lives, different interests and ways of learning – are exposed to teaching strategies that reach them as individual learners. Inclusive education 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. “An inclusive school is a place where everyone belongs, is accepted, supports, and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met”.

Inclusive schools ask teachers to provide appropriate individualized supports and services to all students without the stigmatization that comes with separation. Teachers in inclusive classrooms vary their styles to enhance learning for all students

Rationale:

Research shows that most students learn and perform better when exposed to the richness of the general education curriculum, as long as the appropriate strategies and accommodations are in place. At no time does inclusion require the classroom curriculum, or the academic expectations, to be watered down. On the contrary, inclusion enhances learning and emotional and social skills for students, both with and without special needs. Students learn, and use their learning differently; the goal is to provide all students with the instruction they need to succeed as learners and achieve high standards, alongside their friends and neighbours.

Inclusive Classroom

An inclusive class room needs

- an understanding of, and commitment to, inclusion
- a welcoming and safe school environment
- a strong administration team
- a focus on teaching all children
- involvement from families and outside agencies
- professional development for teachers and other school personnel
- common planning time for teachers
- effective instructional and assessment strategies to meet student needs.
- appropriate accommodations and support systems in place
- opportunities for relationship and team building
- a commitment to continuous improvement and growth

Principles of Inclusive Education

- More smaller class, less teacher-directed instruction
- More student activity, More students participation

- More prizing of originality, creativity and helping
- Less prizing and rewarding of silence in the classroom
- Less classroom time devoted to fill-in-the-blank worksheets, dittos, workbooks, and other “seatwork”
- Less student time should be spent in reading textbooks and basal readers
- Less importance to Syllabus completion
- Less rote memorization of facts and details
- More stress on Cooperation and remarks
- Less use of pull-out special programs
- Less use of and reliance on standardized tests
- More experimental, inductive, hands-on learning
- More active learning
- More enacting and modeling the principles of democracy in school
- More choice for students
- More time devoted to reading full, original, books
- More deep study of a smaller number of topics
- More emphasis on higher order thinking skills when learning key concepts and principles of a subject
- More cooperative and collaborative activity
- More delivery of special help to students in general education classrooms
- More varied and cooperative roles for teachers, parents, administrators, and community members when teaching and evaluating student performance

Benefits of Inclusion

Studies and survey have shown very positive results of inclusive education. Some of these benefits are

- **Increase in friendships,**
Schools are important places for children to develop friendships and learn social skills. Children with and without disabilities learn with and from each other in inclusive classes.
- **Children learn important academic skills.**

In inclusive classrooms, children with and without disabilities are expected to learn to read, write and do math. With higher expectations and good instruction children with disabilities learn academic skills.

All children learn by being together.

Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at their own pace and style within a nurturing learning environment.

- **Developing social skills,**

Children without special needs often can become more aware of the needs of others in inclusive classrooms. As they become skilled at understanding and reacting to the behaviors of their friends with special needs, they gain an enhanced acceptance and appreciation of each child's unique gifts. Personal Principles Students without special needs grow in their commitment to their own moral and ethical principles and become advocates for their friends who have special needs. The development of strong personal principles will benefit students throughout their lives.

- **Developing personal principles,**

Recent research has helped to identify three specific areas of mutual benefit for children with and without special needs who are friends with each other: (1) warm and caring companionship; (2) growth in social cognition and self-concept; and (3) the development of personal principles.

- **comfort level with people who have special needs,**

On surveys and in interviews, middle and high school students without special needs say they are less fearful of people who look different or behave differently because they've interacted with individuals with special needs. Parents notice the differences in their children, too. An interesting side effect is that these parents report that they, also, feel more comfortable with people with special needs because of their children's experiences.

- **caring classroom environments.**

Schools and classrooms can be structured to facilitate kindness, consideration, empathy, and compassion for others. Within a caring classroom environment, students have opportunities to learn about their classmates in ways that honor the full range of experiences that each child brings to the classroom. In the past, tracking, ability grouping, and special education pull-out

programs were thought to be the way to provide for individual needs of most students. By contrast, in inclusive settings, which provide appropriate instruction and support, students tend to learn more than they do in segregated or tracked classes.

- **learn to be aware, sensitive, and tolerant of differences**

It helps all students learn, first hand, the meaning of equal worth and equal rights. Inclusive schooling can help all students learn to be aware, sensitive, and tolerant of differences. It helps them learn that all people have abilities and disabilities and that they need to work together to survive and be happy.

- **promotes the growth of self-esteem**

Inclusion promotes the growth of self-esteem. No student wants to be singled out or identified as "different" or less worthy to be part of mainstream activities. By including all students, the negative effects which tracking and pull-out programs create, are eliminated.

- **Children develop a positive understanding of themselves and others**

When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of differing abilities and cultures play and learn together

Conclusion: Thus when we observe the benefits of inclusive education we found that in inclusion all the components of emotional intelligence get an opportunity to be developed. So, leaving aside segregation and exclusion, education system should accept inclusion with a feeling "Children who learn together, learn to live together."

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