



## INCLUSIVE EDUCATION FOR DYNAMIC AND EQUITABLE SOCIETIES

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### INTRODUCTION

Inclusive Education (IE) is about removing the barriers that exclude people from the education system. An Inclusive Education system ensures that all children in a given community, whatever their learning needs, speeds, age, gender, ethnic background, and economic status can be fully included in the mainstream system. This involves making some changes to the whole system and structures of education to enable this to happen. Inclusion happens when everyone feels welcome and appreciated. Inclusive Education is based on the right of all learners to a quality education that meets basic learning needs and enriches lives. Education is providing equal opportunities to all student. Inclusive in education is an approach once thought only necessary for educating students with special educational needs. Now it is crucial that all teachers ensure inclusive practice for all students in their classroom. And the Wider school under inclusion model. Students with special needs spend most or all of their time with non-disabled students. Implementation of these practices varies. Schools most frequently use them for selected students with mild to severe special needs.

Inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate students with disabilities. From students without disabilities. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil and educational rights. Inclusion gives students with disabilities skills. They can use in and out of the classroom. Fully inclusive schools, which are rare, no longer distinguish between 'General Education' and 'Special Education' programs; instead, the school is restructured so that all students learn together.

## **DEFINITION**

Community living Ontario defines inclusive education as: An educational experience where every child shares in all facets of ongoing education that will meet his/her unique needs; and, where all boards of education ensure that these rights include the opportunity:

## **ANKUR VIDYAMANDIR**

### **A CASE STUDY IN**

### **INCLUSIVE EDUCATION**

(F. C. CAMPUS GATE NO: 1 SHIVAJI NAGAR PUNE, 4)

### **VISION OF ANKUR VIDYAMANDIR**

To offer equal and uninhibited opportunities for children and rehabilitation and make children independent so as to enmesh them into the main fabric of the society as contributing members.

### **MISSION OF ANKUR VIDYAMANDIR**

To provide the diverse student population of *Ankur Vidyamandir* the best possible education in an atmosphere that aims at their all-around development and learning for life.

### **HISTORY IN BRIEF**

*Ankur Balmandir* was founded in the year 1988 by Madhuri Deshpande with the primary purpose of providing facilities of Inclusive Education (IE) for the children between the ages three and six. *Ankur Balmandir* further expanded into Centre for Opportunities in Education and Rehabilitation, termed as (COER) in the year 1998. The primary objective of expansion was to provide the facilities of Inclusive Education to a larger section of the society and challenged individuals within the precincts of the organization.

Concept of Inclusive Education is being practiced by COER successfully in Pune, for the past three decades. Presently, under the aegis of COER, a Pre-Primary school and Primary and Secondary school, a Therapy center and a Vocational Training center are being run. Till date *Ankur* has had in its fold children with cerebral palsy, moderate and mild mental handicap personality disorders, emotional disturbances, severe, moderate and mild physical handicaps and today it caters to as many as 29 types of disabilities in children.

### **REASON FOR STARTING ANKUR VIDYAMANDIR**

- Attitude of neglect faced by special children in schools
- Non-acceptance of special children till the age of six years

## **IDEA OF AN INCLUSIVE SCHOOL**

- Freedom of thought, action and expression to teachers, children and parents
- Equality in educational opportunities not just in principle but also in practice.
- Implementation of tools and systems that make children and teachers confident, competent and independent

## **COER NOW OPERATES**

- 1) *Ankur Vidyamandir*: An Inclusive School (AVM)  
Pre-Primary section, Primary and Secondary Section
- 2) *Uttkarsha* Therapy Center (UTC): Functional academics Unit
- 3) *Nirmitee* Vocational Training Center (NVTC)
- 4) *Drishti* Training Center (DTC)

COER caters to the needs of the society and offers development opportunities to all the children.

## **PHILOSOPHY**

The philosophy of Inclusive Education at *Ankur Vidyamandir* is based on:

- 1) Awareness
- 2) Acceptance
- 3) Assistance

All efforts are made towards making children, parents and teachers aware about various disabilities and problems that exist around them. Teachers get a thorough orientation about the special children at *Ankur Vidyamandir* and their case study educational goals, methodologies that would work etc. in the pre-service training.

## **ZERO REJECTION POLICY**

*Ankur Vidyamandir* (AVM) ensures that every child with special needs, irrespective of the kind, category and degree of disability is provided meaningful and quality education. Hence, *Ankur Vidyamandir* has adopted a Zero rejection Policy. This means that no child having special needs or otherwise should be deprived of the right of education and taught in an environment, which is best, suited to his/her learning needs.

## **NEED BASED PROGRAMMES**

On placing special children in various groups, they are offered variety to need based activities as follows:

- 1) Remedial Teaching
- 2) Functional Academics

- 3) Vocational Training
- 4) Enrichment and Enhancement programs
- 5) Therapeutic Inputs
- 6) Assessment / Observation

### **THE ENVIRONMENT TO INCLUSIVE EDUCATION**

Feeling of oneness, least discriminatory attitude, barrier free environment create an environment conducive to Inclusive Education.

### **TEACHERS AS FACILITATORS**

Teacher at *Ankur Vidyamandir* are referred to as facilitators of Inclusive Education. The process of Inclusive Education is eased due to the informed, committed and dedicated teachers who create an ambience of equality at *Ankur Vidyamandir*.

### **NEED BASED CURRICULUM**

Guidelines for addressing special needs concern while developing Inclusive Education Curriculum, the unique characteristics, interest and attitude of children and diversity in learning styles demand different teaching methods to be used by teacher in the classroom to facilitate learning. In order to meet the diversity, there is a need to develop an Inclusive Curriculum.

### **MODIFIED LESSON PLAN**

Considering the need for support regarding differential classroom teaching must address variant learner needs in context of special needs. Teacher education modality needs to be modified for including students with special needs in educational process.

Multi - Level Instruction:

To provide for multi-level instruction, it is necessary to adapt and modify the regular curriculum. Adapted / modified curriculum refers to changing the regular classroom curriculum slightly making it more suitable for the student by making partial changes.

### **Conclusion**

Inclusive happens when everyone feels welcome and appreciated. Many research revealed that education do not show an understanding of inclusive education and are uncertain of their roles. It intends to make people aware about the importance of inclusive education. Institute like *Ankur Vidyamandir* is really helping the children. Union of special and normal children learning together makes a child sensitive, mature, responsible and a better person to lead a beautiful life. Teachers, parents and all society members should make organized efforts to make the life of these children happy and prosperous.

**Reference**

*'Education of Exceptional Children'* - K.C.Panda  
*Notes of Google.com*  
*Bhintipalikadlishala : Madhuri Deshpande*