



## NEED OF BASIC ELEMENTS IN INCLUSIVE EDUCATION

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### Abstract

*As a teacherswe do witness the fact that many of the school going children suffer from learning difficulties. In many developing & developed countries, such children remain hidden as a result of the stigmatizing attitude and negative value dispositions of the community members. As a teacher we know including all children in education system is the major challenge facing educational systems in India and around the world, in both developing and developed countries. On research evidence and ideas from a range of international literature, this paper argues thatelement in gearing education systems towards inclusive values and importance of basic elements bringing about sustainable change.*

*Keywords: Need, basic elements, Inclusive education.*



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### Introduction

UNICEFs Report on the Status of Disability in India 2000, states that there are around 30 million children in India suffering from of disability. The Sixth all-India Educational Survey (NCERT), reports that of 200 million school-aged children (6 -14 years), 20 million require special need education. The government is initiating measures to review and plan appropriate strategies for special needs and inclusive education.

In the past few years focus on children with disabilities has resulted in greater awareness and increased sensitivity towards these children. The Equal Opportunities and Rights of Persons with Disabilities Act, 1995, was a comprehensive breakthrough legislation that provided for education and economic rehabilitation of people with disabilities. It stated free education for children with disabilities up to the age of 18 year must be provided in an appropriate environment.

Furthermore, the government recently launched the SarvaShikshaAbhiyan (SSA) that proposes to implement 'Universalization of Elementary Education' (UEE) with the focus on providing quality elementary education to all children in the age group 6-14 years. Inclusive

education has been an integral component of SSA, and promises to make ‘education for all’ a reality by 2020.

### **Objectives**

- To know the concept of Inclusive education
- To know needs of Inclusive education
- To define the role of selected elements in Inclusive education

### **OBJECTIVE WISE DESCRIPTION**

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

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 . When all children, regardless of their differences, are educated together, everyone benefits—this is the cornerstone of inclusive education.

### **Concept of Inclusive education:**

Inclusive education means different and diverse students learning side by side in the same classroom. They enjoy field trips and after-school activities together. They participate in student government together. And they attend the same sports meets and plays.

‘Inclusive thus has been defined as the acceptance of all pupils within mainstream education system taught within a common frame-work & identified as responsibility of all teachers’. – Thomes.

‘Inclusive schools are diverse problem solving organisations with a common mission that emphasises learning for all students.’ – Rouse and Florian.

Inclusive education means all learners, young people—with or without disabilities being able to learn together in ordinary preschool provisions, schools, and community educational settings with appropriate network of support services (Draft of Inclusive Education Scheme, MHRD, 2003) .

Inclusive education values diversity and the unique contributions each student brings to the classroom. In a truly inclusive setting, every child feels safe and has a sense of belonging. Students and their parents participate in setting learning goals and take part in decisions that affect them. And school staff have the training, support, flexibility, and resources to nurture, encourage, and respond to the needs of all students.

**Importance of Inclusive education:**

- Priority to making education systems inclusive
- Focus on students' needs Inclusive education extends beyond special needs arising from disabilities and includes consideration of other sources of disadvantage such as gender, poverty, language, etc.
- Provision of quality education for all children and are instrumental in changing discriminatory attitudes.
- Provision for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions.
- Understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together.
- Education that excludes perpetuates discrimination against traditionally marginalized groups.

**Basic elements of inclusive education:**

- **Teacher**

Teachers who do make small innovation in their teaching with the principles of inclusive education. The strategies used by them are: group learning, peer tutoring, speaking slowly and clearly, writing on the blackboard, etc. Most teachers are aware of such techniques for classroom management of learners. In this connection, they often consult the special educator for support. Teacher is the main elements of this process. The teacher having well sense of humour. Inclusive education teachers are Confident, Intuitive, Optimistic, Even- Tempered and be Calm. They're dedicated to their students.

People who think outside the box often do a stellar job teaching inclusive education. They find new ways to explain and demonstrate subject matter. These teachers must regularly review & developed plans and discuss with parents, administrators and other individual involved in the education.

For successful inclusion, teachers require time for planning and discussion with other teachers, consular, special educators, and parents, as well as for preparation of materials.

- **Teacher Educators**

Teacher Educators think they need to be professionally well prepared in order to work with disabled students. Many inclusive teachers attend in service training or professional development sessions organize by teacher educators to curriculum modification,

instructional techniques and collaborative teaching strategies that allow specialists and mainstream teachers to team teach.

- **Teacher education**

In teacher education Inclusive education should be compulsory Subject and an integral part of teacher training curricula. Fundamental knowledge and skill of Inclusive education, pedagogic skills such as instructional accommodation and activity differentiation, should provided widely to student teachers.

- **Curriculum**

Curriculum modification is the most important part of Inclusive Education. It can include the provision of an audio-taped text, shortened assignment ,summarised chapters, as well as tools such as graphic organisers and colour-coded chapters to increase a student's level of comprehension.

- **Collaboration**

Collaboration is the process of merging the experience knowledge and skills of all partners to meet common goals. This collaboration such as program planning teams& participant, Sharing resources, follow up concern parents teacher meet.Teachers& students support one another with such as peer tutoring, team teaching, co-operative learning, student teacher assistance team, co-teaching, and other collaborative arrangements.

- **Inclusive School**

Effective schools have following characteristics

- Behaviours of staff members, planers, organisers and students create supportive environment.
- Positive relationship developed by teachers through their discussion about where the student seat in the class. Many strategies can be used to increase the social inclusion of students.
- School can be measure their school progress towards addressing the need of students.
- Making a student's groups for peer group activities
- Creating ideal classroom

- **Accessible facilities**

Inclusive educationrequires a restructuring of how service are

delivered to students and focused effort for 'pushin' rather than 'pull-out' services is the key. Availability and good use of technology, ground and other resources. And Sharing is joint use of space & resources.

- **NGOs**

One very good example of this is the National Association For The Blind, an NGO, which runs a special school cum resource centre. This NGO has its branches all over the country. Not only does it provide residential facilities for students with visual disabilities right from a very young age, but it also integrates them in the general education system whenever it is appropriate for the child. It also provides resource support to the child throughout the school years and helps him/her in gaining access to the curriculum.

### **Conclusion**

The school organises itself to be an effective school that takes care of the individual needs of all pupils is another issue to be considered.

While being flexible in the timetable and delivery of the curriculum, the school should also provide for the resource support needed in the form of special educators, assistive devices, and teaching-learning material. The professional development of teachers and educators is an important issue and must incorporate attitudinal change, and the knowledge and skills necessary to lead to an inclusive society. Finally, no initiative towards inclusive education would be complete without collaborating with parents and without the external support of NGOs and special schools for providing inputs on training, curriculum delivery, assessment, etc

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