

INCLUSIVE EDUCATION: CONCEPT, NEED, SCOPE AND DESIGNS

Harish Kumar Yadav, Ph. D.

Assistant Professor (B.Ed. Department), RCU Govt. PG. College Uttarkashi, Uttarakhand

Paper Received On: 21 FEB 2022

Peer Reviewed On: 28 FEB 2022

Published On: 1 MAR 2022

Abstract

Inclusive education means that students should be provided with meaningful education in an optimum environment so that they can make their life successful. It is an education system that ensures that every student gets a quality education without any barriers to ability, physical disability, language, culture, family background and age. The need of inclusive education is necessary in every country because the child takes education in general with the help of inclusive education. Designs of inclusive education the proper system of teaching learning process is mandatory for it. A system which is useful for all the students and can maximize their potential.

Keywords: *inclusive education, characteristics, need and importance, scope, designs*



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Inclusive education means the admittance of all in mainstreaming schools. It respects the diversities of children. In this system disabled children and normal children get education in normal or regular schools together. It is a continuous process during which all children, adolescents and other persons get education in the absence of any linguistic, personal or physical biasness. It is based on child psychology which gives priority to learners of all types. Children with special needs participate in all curricular and co-curricular activities as the other students participate. It is based on democratic principles as equality, co-operation, respect of diversity, freedom, goodwill and harmony etc. In inclusive education, school is ready to accept all the children with their unique personalities.

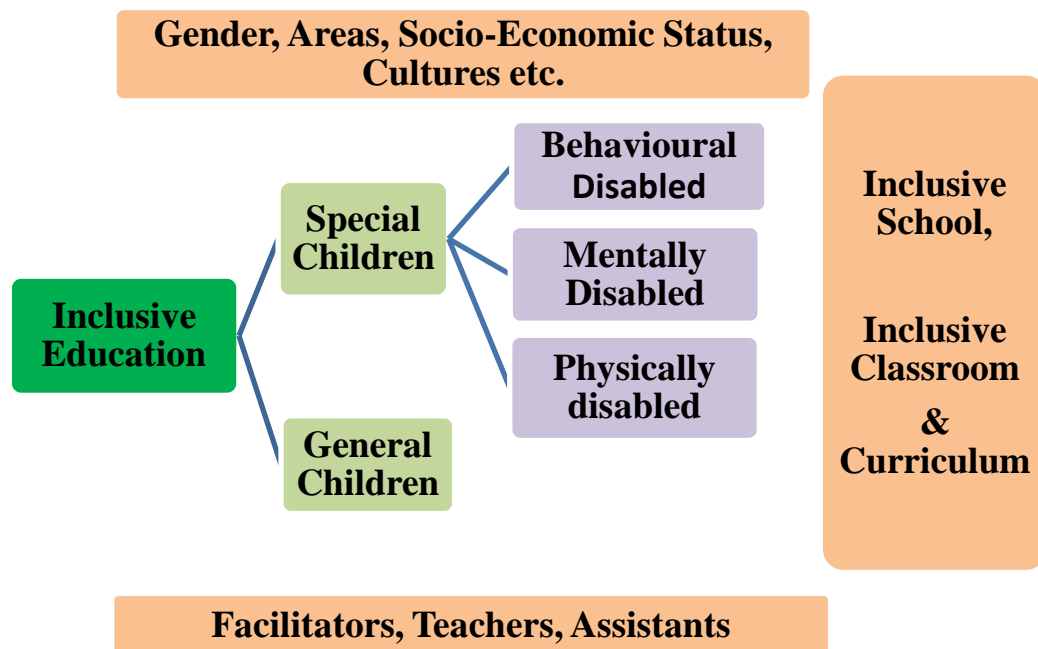
UNESCO (2005)¹ defined "Inclusive education as a process intended to respond to students' diversity by increasing their participation and reducing exclusion within and from

Copyright © 2022, Scholarly Research Journal for Interdisciplinary Studies

education. It is related to the attendance, participation and achievement of all students, especially those who, due to different reasons, are excluded or at risk of being marginalized. It constitutes as essential element to advance on the EPA agenda."

Staub and Peck (1995)² have defined inclusion as "The full time placement of children with mild, moderate and severe disabilities in the regular classrooms."

Sebba and Sachdev (1997) defined "Inclusive education is a process involving changes in the way schools are organised, in the curriculum and in teaching strategies, to accommodate the range of needs and abilities among pupils. Through this process, the school builds its capacity to accept all pupils from the local community who wish to attend and, in so doing, reduces the need to exclude pupils."



Inclusive Education figure -1

The main objective of inclusive education supports the need to connect all children in the society to the mainstream of education. Inclusive Education is an approach to educate all children who are at risk for neglect in education system. It expects that all learners learn together through access to common educational provisions. The crucial people in the system are the parents, and community, teachers, administrators and policy makers. All these people have to be supportive towards the diverse needs of children. It should be seen as an experience rather than a problem.

CHARACTERISTICS OF INCLUSIVE EDUCATION

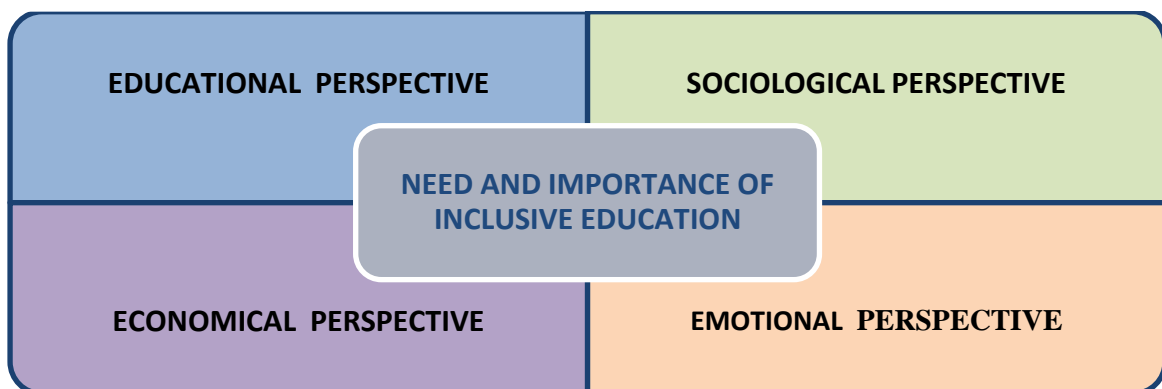
Following are the characteristics of inclusive education:

It is beneficial for all the children, normal children and children with special need study together.

1. It respects diversities and rejects segregation.
2. It is not an alternative of special education but it is supplementary to special education.
3. It is more democratic and develops such democratic qualities as brotherhood, love, harmony and goodwill etc.
4. It is a dynamic process.
5. In this process, all stakeholders have a common vision.
6. In this system of education, normal and special teachers work together.
7. It increases co-operative learning.
8. It is a flexible system according to the needs of students.
9. In this process of education, children with special needs are given equal importance as given to normal students.
10. It is based on the collective efforts of all the stakeholders as teachers, parents, school administrators.
11. It gives less controlled and effective learning environment to children with special needs so that they can live with equal dignity and respect as the normal children live.
12. It accepts the equal educational right of every child.

NEED AND IMPORTANCE OF INCLUSIVE EDUCATION

It is true that every student need specific facilities for their development. So everyone feel the need of inclusive education for them. The need for inclusive education is as follows-



Need and importance of inclusive education figure -2

1. To meet the special educational requirement of special children.
2. All students are different from each other, so separate instruction is required for each student, so teachers present using universal design learning differentiated instruction.
3. To end discrimination in society. So that all the students can help in national development with high mental sense.
4. Inclusive education is needed to provide specific services with specific instructions and for effective use of resources.
5. Inclusive education improves excellence by learning with better academic performance and makes students ready to perform better in their choices.
6. In an environment of inclusive education students learn and understand their responsibilities of caring for each other. There by developing leadership skills.
7. It provides all students opportunities to development and growth.
8. It provides opportunities to learn about and accept individual differences.
9. It encourages children to stay with near their families, society and local school.
10. Inclusive education helps to break the cycle of poverty and exclusion.

SCOPE OF INCLUSIVE EDUCATION

The concept of inclusive education is often discussed as though it applies to normal students and students with disabilities. Inclusive education is for all physically and mentally challenged children. Who are eligible to take benefit from it, so the field of inclusive education is to reach out to all such children and to provide a proper with learning environment and to lead them to normal living? To study various problems related to inclusive education comes under the field of inclusive education. Under the subject matter, related practices and arrangements related to inclusive teaching, guidance, diagnosis, curriculum etc. are studied. Following are the main areas of inclusive education.

- Normal and special needed children (with diversity).
- Learning in an inclusive school environment.
- Course adaptation, and Collaborative studies.
- Schools and classroom environment
- Teaching learning processes in an inclusive setting.
- Universal design for learning and inclusive methodologies.
- Learning friendly environment.
- Working with community and family.

- Developing inclusive learning resources.

According to Booth and Ainscow, inclusion in education involves-

- Valuing all students and staff equally.
- Reducing students's exclusion from schools and focusing their increase participation in the cultures, curricula and communities of local schools.
- To respond to the diversity of students in the locality, there is a need for restructuring the culture, policies and practices in schools.
- Reducing barriers to learning and participation for all students in the schools. Especially those who are categorized as having special educational needs.
- Learning from attempts to cover the upcoming barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than as problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students.
- Emphasizing the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognizing that inclusion in education is one aspect of inclusion in society.

The Scope of Inclusive Education on the basis of the persons it caters to can be described as ones who are covered under the title of children with special needs as well as ones who are fully ambled, yet are at a very disadvantaged position.

DESIGNS OF INCLUSIVE EDUCATION

The proper system of teaching learning process is mandatory for it. A system which is useful for all the students and can maximize their potential. Following are the designs of inclusive education:

1. Inclusive Instructional Design
2. Collaborative Instructional Design for inclusion.

1. INCLUSIVE INSTRUCTIONAL DESIGN

In inclusive instructional design learner centered environment is created and provided to all the students so that they can learn according to their abilities and needs. In this design equitable access is given to all the learners. This design is based on the principles of equality

and flexibility. Students are free to learn and complete their assignments according to their needs, pace, time and abilities. There is no hard line or predecided rules of learning. Multi-dimensional learning activities are arranged. In this design of inclusive education, teacher or instructor plays his roles as a facilitator or manager of learner centered, creative and intuitive environment. The communication of the information is made effective. The content is presented in small segments and in an effective way. Content is also developed in a multidimensional perspective. The different strategies of presentation are adopted as visual, audio-visual, written and oral. This design is based on individual differences and tries to fulfill the requirements, of the all learners.

Centre for Education in the Built Environment (CEBE) defines inclusive instructional design as, "Inclusive instructional design is a process that results in inclusive products or environment which can be used by everyone regardless of age, gender or disability."

LIMITATIONS OF INCLUSIVE INSTRUCTIONAL DESIGN

Following are the some limitations of these designs -

1. The successful implementation of this design depends upon the trained teachers or instructors.
2. It is an expensive design. The arrangement of technical equipments and other physical resources becomes difficult in lack of economic resources.
3. A teacher should be sensitive towards the CWSN otherwise he can not apply this design.

SUGGESTIONS

1. The training for inclusive instructional design should be implemented. Both theoretical and practical knowledge should be given to the teachers and pupil-teachers.
2. Government should provide proper economic help to the institution using inclusive instructional design.
3. Teachers should be more tolerable, sensitive and sincere towards their duties.
4. Proper planning and implementation of this design can be beneficial for all the students.

3. COLLABORATIVE INSTRUCTIONAL DESIGN OF INCLUSIVE EDUCATION

It is more harmful than beneficial to give education to disabled children in special schools. It is more expensive and impractical. Special schools keep the children out of the society and unable to develop social skills as inclusive schools nurture among the students. Special schools arrangement is called pull out where as inclusive education system is called push in. Now-a-days, every country is focusing on inclusive education. In collaborative

instructional design, main priority is given to a suitable and impressive collaboration among normal teachers, special trained teachers and parents. Normal and special teachers share their views on certain content and make a plan together, carry out it and evaluated it time to time for the maximum use of their collaboration. The system of inclusive education depends upon the collaboration. All the teachers work as a team in this design. In collaborative instructional design of inclusive education, normal and special educated teachers create learner centered, approachable and interesting learning situations so that students can be benefited according to their similarities and dissimilarities. In this design when a special educated teacher gives instructions to special needs children, normal teacher involves himself in teaching normal children. All the member teachers of collaboration have the same vision that whatever they are planning, presenting and evaluating is for the betterment of all students' need. For the inclusion of all the children, different strategies and techniques are used in this design. This design is more democratic because it develops unity and mutual understanding among teachers and the students and removes their confusions.

LIMITATIONS OF COLLABORATIVE INSTRUCTION DESIGN OF INCLUSIVE EDUCATION

1. The success of above programmer depends upon the collaboration. Sometimes, it becomes very difficult to make a balanced and suitable collaboration.
2. Lack of proper human and physical resources creates obstacles in the implementation of this design.
3. Proper allocation of the work among collaboration team members is necessary otherwise it may be harmful than useful and creates doubts.

SUGGESTIONS

The successful implementation of this design depends upon the proper collaboration. The team members must be clear in their vision and work together for the most benefits of the all learners. Proper planning, allocation of the responsibilities, flexibilities, proper use of available resources and mutual understandings can make this design successful.

CONCLUSION

Inclusive education, educating children with disabilities and learning difficulties with common people under one roof is a new approach towards education. Inclusive educations address the educational requirements of all children without any biasness. It provides an opportunity to disabled children to be benefitted in mainstreaming schools with normal

students. It is better than special schools. Inclusive class rooms are equally beneficial for the normal children and the children with special needs. Both types of children learn together with love, harmony and in a friendly environment. School is said a miniature of society. As all the children live together, play together and participate together in several social activities and programs in the society, they study together, play together and participate in various activities in inclusive schools. Inclusive education maximizes the potential of all types of children giving them equal educational and social rights and opportunities of receiving quality education.

REFERENCE

- Renuka, P. & Bai, G.S (2015). *Inclusion of Exceptional Children in the Mainstream Schools and Teacher Education. Global Trends in Teacher Education. New Delhi: APH Publishing Corporation, P 106*
- Sebba, J. and Sachdev, D. (1997) *What Works in Inclusive Education? - Summary Retrieved from <http://www.barnordos.org.uk/resources>, 2*
- UNESCO, *Guidelines for inclusion, Ensuring Access to Education for all Paris, UNESCO, 2005.*
- Chowdhary, P. (2015). *creating inclusive schools, Rita book agency, Kolkata, P: 3,340- 350*
- Khan M.S. & Akbar S.R. (2008). *School Teaching, A.H.P. Publishing Corporation, New Delhi P: 1-2, 5*
- Sanjeev. K. (2006). *Inclusive Education: A Hope for Children with Special Needs.P 35 Available on <http://www.bihartimes.com>.*
- Das, A. K., Kuyini A. B., & Desai I. P. (2013). *Inclusive Education in India: Are the Teachers Prepared? International Journal of Special Education. P28 (1).*
- MHRD (2005). *Action Plan for Inclusive Education of Children and Youth with Disabilities. Available on <http://www.education.nic.in>*
- <https://indianexpress.com/article/parenting/blog/inclusive-education-every-child-has-different-needs-5821777/>
- [https://en.wikipedia.org/wiki/Inclusion_\(education\)](https://en.wikipedia.org/wiki/Inclusion_(education))
- <https://www.eenet.org.uk/resources/docs/Index%20English.pdf>
- Maitra, K. & Saxena V. (2008). *Inclusive issues and perspectives, kanishka Publishing distributors, New Delhi P: 65-71*
- Singh K.P. & Singh S. (2017). *Creating an inclusive school, R. Lall Publishing, Meerut P: 1-47*