

INCLUSIVE EDUCATION- An Analytical Perspective

Nusrat Bashir* and Rozia Bashir**

*Research Scholar, School of Education and Behavioral Sciences,
University of Kashmir, Srinagar

**Research Scholar, School of Education and Behavioral Sciences,
University of Kashmir, Srinagar

E-mail: *nusratbashir.scholar@kashmiruniversity.net, **rozia.bashir786@gmail.com

Abstract—*Inclusive education refers to a model wherein special needs students spend most or all of their time with non-special needs i.e., general education students. It arises in the context of special education with an individualized education program, and is based on the fact that it is more effective for students with special needs to have said mixed experience for them to be more successful in social interactions leading to further success in life. Inclusive education happens when children with and without disabilities participate and learn together in the same classes. Research shows that when a child with disabilities attends classes alongside peers who do not have disabilities, good things happen. Inclusive education differs from the integration or mainstreaming model of education, which is to be concerned principally with disability and special educational needs, and learners changing or becoming ready for or deserving of accommodation by the mainstream, also inclusion is about the child's right to participate and the school's duty to accept the child. Thus, the present paper reviews and analyses the need of inclusive education and how it can be implemented in educational institutions.*

Keywords: *inclusive education, special needs, individualized education program.*

INTRODUCTION

Inclusive education is a new approach in which children with disability and learning difficulties are educated with that of normals within the same roof. It seeks to address the learning needs of all children with focus on those who are vulnerable to marginalization and exclusion. Inclusive systems provide a better-quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together. Education that excludes and segregates perpetuates discrimination against traditionally marginalized groups. When education is more inclusive, so are concepts of civic participation, employment, and community life.

Stephan Hawking has remarked, "People with disabilities are vulnerable because of many barriers we face: attitudinal,

physical and financial. Addressing these barriers is within our reach and we have moral duty to do so. But most important addressing these barriers will unlock the potential of so many people with so much to contribute towards the world. Governments no longer can overlook hundreds of millions of people with disabilities who are denied access to health, rehabilitation, support, education and employment. And never get the chance to shine."

More than 1 billion persons in the world have some form of disability. This corresponds to about 15% of the world's population; between 110-190 million people have very significant difficulties in functioning. Children with disabilities are less likely to attend school than non-disabled children. Education completion gaps are found across all age groups in all settings, with the pattern more pronounced in poorer countries. Even in countries where most non-disabled children go to school, many children with disabilities do not go to school. United Nations (UN) has taken several steps for betterment of the children with special needs so that their maximum participation can be had in various aspects of life. Various nations have put together their views to include the specially-abled children in mainstream or general education so that they grow and develop into precious and useful human resource for the society. UN has passed and implemented various laws concerned with inclusive education so that their right to live a dignified life is ensured and respected and they do not feel out of the society. The various conventions passed in UN are:

1. The UN Convention for Rights of Children (1989) which sets out children's rights in respect of freedom from discrimination and in respect of the representation of their wishes and views.
2. The Convention for Discrimination against Education (UNESCO) prohibits any discrimination, exclusion or segregation in education.

3. The UNESCO Salamanca Statement (1994) which calls on all governments to give the highest priority to inclusive education.
4. The UN Convention on the Rights of Persons with Disabilities (2006) which calls on all States Parties to ensure an inclusive education system at all levels.

In India, as per Census 2011, out of the 121 Cr population, about 2.68 Cr persons are disabled which is 2.21% of the total population. In an era where 'inclusive development' is being emphasized as the right path towards sustainable development, focused initiatives for the welfare of disabled persons are essential. This emphasizes the need for strengthening disability statistics in the country. The Disability Discrimination Act (DDA 1995) gives rights to disabled people in education, employment and other facilities and services. The amendment to DDA 1995 in 2005 makes their discrimination unlawful and extended protection to people who suffer from HIV, cancer and multiple sclerosis. The Rehabilitation Council of India (RCI) was set up as registered society in 1986 and it became a statutory body in 1993 after the act was enacted by the parliament in 1992. It was amended in 2005 and its main objective is to work for rehabilitation and upliftment of disabled persons and to make them ready for inclusive education. Much more is to be done to broaden the scope of inclusive education, especially the education of disabled children. This paves way for the greater involvement of all stakeholders like government/non-government agencies, researchers, educationists, psychologists, counsellors etc to come forward and work in their respective capacities to frame various guidelines and ensure proper implementation of inclusive education. Various researches have been conducted to realize the importance of inclusive education to ensure overall participation of disabled/specially-abled children so that they prove their abilities. The study is aimed to find various researches which show the importance or significance of inclusive education.

Perspectives of Inclusive Education

Claudia and Nuria (2014) states that the terminological shift from 'integration' to 'inclusion' in special education and the arbitrary use of one term or another has ended up distorting the real meaning of both. This semantic confusion suggests that when it was spoken of "integration", the socio-educative actions practiced actually had this goal but fell into a mere inclusion of individuals in the already set-out structures (ordinary schools in most cases). Meanwhile, the current "inclusive education" or "inclusive pedagogy", even referring to inclusion what it really pursues and practices is the integration in society, what cannot be forgotten is that the genuine special education is personalized and therefore it will sometimes require the creation and arrangement of spaces and other facilities in order to meet the specific needs of every student. It considers the semantic distinction to be extremely important because each concept refers to different sociological logics (inclusion/exclusion or differentiation/integration) that

have diverse social educative implications which range from educational policies to the selection of teaching methods and resources in the classroom.

Kour, S. (2013) studied, 'Fostering barrier free access for children with special needs in India'. This study highlighted the importance of barrier free access for children with special needs because they have a variety of needs and problems which need to be addressed. The study also focused on access to physical environment, curriculum as well as to teaching environment of children with special needs. The study also suggested some strategies for institutional planners to help them in developing some mechanism for promoting accessibility and full participation of children with special needs.

Mercinah and Nirmala (2011) focuses on "Children who learn together, learn to live together". Their study reviews some of the barriers to the development of successful inclusive schools and suggests that one way of overcoming these difficulties is to reconsider the roles and responsibilities of school teachers in inclusive education and also provides some suggestions to be acted out well. This signifies that if all schools became inclusive and learning-friendly, and would welcome all the children from the surrounding communities into their schools, these fears would be much less relevant because all the schools would compete on a more equal footing. Inclusive and child-friendly education should therefore be seen an approach to school improvement: inclusion is about making quality education available to all. The success of inclusive education in any context depends upon many factors. Teachers themselves are an essential component to ensure the quality of students' inclusion in the school environment. Communication and having an open mind to suggestions are two key things to keep in mind when working in a co-teaching situation which highlights the importance of Inclusive Education.

Bui, Quirk, Almazan and Valenti (2010) have found that over 20 years of research has consistently demonstrated that the inclusion of students with disabilities in general education classrooms results in favourable outcomes. Positive outcomes have been shown for both students with high incidence disabilities i.e., learning disabilities and other mild disabilities and those with low incidence disabilities i.e., intellectual, multiple, and severe disabilities. Positive educational outcomes are not in the area of academics alone. The National Longitudinal Transition Study examined the outcomes of 11,000 students with a range of disabilities and found that more time spent in a general education classroom was positively correlated with fewer absences from school, fewer referrals for disruptive behaviour and better outcomes after high school in the areas of employment and independent living. Meta-analyses and comparative studies examining the educational outcomes of students with low incidence disabilities in inclusive versus segregated classrooms have found either no difference in outcomes or positive effects for inclusion. There is a body of empirical evidence that shows

students with severe disabilities are able to acquire skills in a range of areas within inclusive classrooms. report that students demonstrate higher levels of social interaction with typical peers, social competence and communication skills improve and academic gains are made. They have also suggested to reframe inclusion because inclusive education has evolved from mainstreaming to integration to inclusion, so too has the practice. Mainstreaming operated on the notion of readiness for general education while integration focused on the enhancement of students' social development. From a legislative, moral, and efficacy standpoint, the general education classroom is now the placement of choice for students with disabilities. These earlier descriptors of inclusion clearly framed it as a special education issue. In other words, it was about the separateness of special education versus belongingness with general education.

George (2010) says that the prevalence of handicapped persons may have dramatic impact on our social setting if they are not given the proper attention. Due to the reluctance of parents to accept the exceptionality of their children, regardless of the specific category, the implementation of special measures to meet their needs is hindered. The fact that the most commonly used definitions of the terms "Special education" and "Exceptional children" are strongly debated creates serious problems in communication between professionals and parents.

Ghurgut (2010) with regard to the results obtained the views along the survey showcased the importance of Inclusive Education, it can be said that the optimum application of inclusive education in the Romanian educational system requires a series of changes in the operation and upgrading the system components according to the new standards emerging in many countries promoting and supporting an educational policy that focuses on inclusion and full valuation of the individual in the community/society. To achieve this end it was focused that clear strategies for policy clarification on the short, medium and long term in education in the country; it is also important to establish the legal framework necessary for the motivation and active involvement of all those responsible for protecting and educating children with special needs, to reform and modernize the regulatory framework governing the activities of schools and teachers, to change their attitudes regarding the relationships with students, parents and other persons directly or indirectly involved in the educational activity and to improve material facilities necessary to support modern teaching and diversified forms. It is necessary to improve public awareness through a broad and sustained information campaign on life, education, behaviour and social chances and professional interests of children with special needs. Another conclusion highlights the need for restructuring and resizing of learning content to meet the best educational requirements of each student based on the premise of optimal recovery of the student's intellectual potential and skills, while respecting the democratic right of every individual to education, according to the resources and

opportunities it provides and the willingness to participate in the education act. There is a need for the reform that there should be a reconsideration of content adaptation and diversification of learning methods and means of increasing individualization in terms of teaching and radical changes in the assessment strategies necessary for objective assessment, positive motivation and stimulation of each student without affecting their self-esteem and dignity in front of their colleagues by setting an artificial and subjective class hierarchy or by reference to a number of standards without a realistic and objective contents. The measures can be motivated by the need to update and adapt the curriculum according to the new requirements and trends in the field of science education in many countries, being aware of the importance and necessity of education under the current circumstances and the levels of development reached by humanity in all fields of social, economic, cultural, moral, civic and community. Lastly, a crucial point which was highlighted is the need for training trainers in the spirit of the principles and values required by inclusive education, the need for staff availability to relate with students in an open and honest way, to create a relaxed and harmonious atmosphere in the class, and not to allow some arbitrary prejudices to interfere and also the need to master the techniques and methods for specific work activities with students with some intellectual, sensory, somatic/motor or language disabilities, which causes special learning requirements. So, it can be deduced that implementing inclusive education in the country is a necessary to obtain the results expected and desired by all who believe in the chance of children with special needs for social integration and inclusion.

Michailakisa and Reichb (2008) found that there can be no doubt that an individual's full inclusion into the educational system of a modern Western society is crucial for his or her participation in many other function systems, such as economy, politics, science and even art. At the societal level, full inclusion means that grades and certificates provide largely reliable information about the individual's educational performance. At the organizational level, full inclusion guarantees that the individual is not segregated administratively from those pupils who are defined as normal. At the interaction level, full inclusion means that the individual is exposed to normal subject matters and a normal secondary socialization. It is believed that politicians and pedagogues have argued that the inclusion of intellectually disabled individuals into society might be improved by way of strengthening their inclusion into the educational system. Underlying this argument, there seems to be the vision of a cascade of inclusion. First, abolishing the distinction between educable/uneducable children would lead to full inclusion of intellectually disabled children at the level of the function system. Then, eliminating the distinction between normal/special schools as well as normal/special classes would tear down administrative barriers to organizational inclusion of intellectually disabled children. Finally, putting an end to

discriminatory treatment of intellectually disabled children during integrated lessons would allow these children to participate in normal interaction with non-disabled children. As an overall result, the distinction between intellectually disabled and normal children would cease to matter; both groups would have equal opportunities for participation in society and share respect for each other. Furthermore, as intellectually disabled children are organizationally marked as abnormal, those children who are not marked as abnormal usually have no reason to ignore the institutionalized abnormality of intellectually disabled children, also it is unlikely that the quality of life of individuals with reduced intellectual abilities can be optimized through their total inclusion into the education system, possibly the most important is to find is what pragmatic mixture of inclusion and selective exclusion is best suited to maximize both the happiness of individuals and the functionality of the educational system.

Conclusions

So, it is hereby concluded that the above-mentioned studies tried to analyze the perspectives of inclusive education for children with special needs. There are many research studies which explain the role of regular school teacher for children with special needs. The studies also reveal that the coordination between regular school teacher and special educator is important to implement inclusive education for these children. The governments have also taken lot of initiatives to strengthen the inclusive in regular schools through different acts and policies. Recently the United Nation Organization (UNO) has passed the United Nation Convention for Rights of Persons with Disabilities (UNCRPD) and India also implemented this law in the country. Hence, the present paper has focused on the review of various researches conducted in the field of Inclusive Education showcasing its different perspectives.

References:

- [1] PBS Parents, *Inclusive Education*. Retrieved from <http://www.pbs.org/parents/education/learning/disabilities/inclusive-education/>.
- [2] Explainers, *the value of inclusive education*. Open society of foundations (2015) <http://www.opensocietyfoundations.org/explainers/value-inclusive-education>
- [3] *Inclusion*. Retrieved from [http://en.wikipedia.org/wiki/inclusion_\(education\)](http://en.wikipedia.org/wiki/inclusion_(education))
- [4] *World Report on Disability* https://en.wikipedia.org/wiki/World_report_on_disability.
- [5] *Disabled persons in India- A Statistical Profile 2016* http://mospi.nic.in/sites/default/files/publication_reports/Disabled_persons_in_India_2016.pdf
- [6] Bui, X. Quirk, Carol. Almazan, S. and Valenti, M. (2010) *Inclusive Education Research and Practice Inclusion Works!* http://www.mcie.org/usermedia/application/6/inclusion_works_final.pdf.
- [7] Ghergut, A. (2010). International Conference on Education and Educational Psychology (ICEEPSY 2010) *Education of Children with Special Needs in Romania; Attitudes and Experiences*. Published by Elsevier Ltd. doi: 10.1016/j.sbspro.2011.02.073
- [8] Kour, S. (2013). Fostering Barrier Free Access for Children with Special needs in India. *Issues and Ideas in education*, 1(2), 199-209
- [9] Mercinah, R. and Nirmala, D. (2011). Importance of inclusive education: The role of school teachers. https://www.academia.edu/8058036/importance_of_inclusive_education_the_role_of_school_teachers
- [10] Michailakisa, D and Reichb, W. (2008). Dilemmas of inclusive education. Published by Elsevier Masson SAS. doi: 10.1016/j.alter.2008.10.001
- [11] Mouzakisita, S. George (2010). *Special education: Myths and reality*. Published by Elsevier Ltd. doi:10.1016/j.sbspro.2010.03.635
file:///C:/Users/dell/Downloads/Special-education--Myths-and-real_2010_Procedia---Social-and-Behavioral-Scie.pdf
- [12] Parveen, A. (2012). *Special Education*, M.Ed. 2nd semester, Directorate of Distance Education, University of Kashmir, Srinagar. Pp.38-39.
- [13] Rodriguez. C and Garro-Gilla.N (2014). Inclusion and Integration on Special Education
file:///C:/Users/dell/Downloads/Inclusion-and-Integration-on-Special-E_2015_Procedia---Social-and-Behavioral.pdf.
Published by Elsevier Ltd. doi: 10.1016/j.sbspro.2015.04.488