



A Literary Overview on Child Education and Inclusive Education.

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Abstract:-

At the school level, teachers must be trained, buildings must be refurbished and students must receive accessible learning materials. Inclusive Approach refers to the type of Education that allows students with diverse needs to find their own place and to receive their education in regular schools and classroom. Countries from abroad have decided that by 2030, inclusive and quality education will be guaranteed for all. Objective of the present study was to find out Attitudes of Under Graduate and Post Graduate students towards Inclusive Education. This study is done by using Descriptive Survey Method and the Researcher have analysed Data in qualitative approach. Total 165 samples have been taken from Mathematics and Geography Department (UG & PG). One Questionnaire was framed by the Researcher which consists of 25 Questions with 5 options using Likert 5point scale. After the data analysis, the Researcher found that there is highly positive attitude of UG & PG students towards Inclusive Education in details.

Keywords: - Child Education, Inclusive Education, Attitude, Classroom, Opportunity, UNESCO.

Introduction:-

Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all. Inclusive Education is a new approach towards Educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths and weakness in any area, and seeks to maximize the potential of all students. India is one of the few countries' worlds over where the education of children with special needs doesn't fall within the purview of human resource development ministry. Indeed over 36 million disabled children need special education which will ensure "equalization of educational opportunity" – a prime objective taken by Kothari Commission. The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca, Spain 1994). About Eighty percent of Indian population lives in rural areas without provision for special schools. It means, there are an estimated 8 million children out of school in India (MHRD 2009 Statistics), many of whom are marginalized by dimensions such as poverty, gender, disability and caste. It is known that 73 million children of primary school age were out of school in 2010, down from a high of over 110 million out of school children in the mid-1990s, according to new estimates by the UNESCO Institute for Statistics (UIS). The NPE, 1986 emphasized on the integration of the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The NEP, 2020 envisages equitable and Inclusive education for all, with special focus on children and youth, especially girls, from socially and economically disadvantaged groups.

M. Hasan, K.H. Halder and D. Debnath (2018) deliberated on Inclusive Education and Education for all. The paper also shows various implications of inclusive Education as a strategy. The theoretical analysis indicates that inclusive education as an integral part of Education for all. The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults. Inclusive education is also a new approach towards educating the children with diverse abilities and learning difficulties with that of normal ones within the same manner. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. The focus of this paper is to explore the theoretical interrelation between the Inclusive Education and Education for all and conclude them with various UNESCO documents and other published articles. The entire documentary analysis in the paper shows the relation between inclusive education and Education for All with various perspectives.

P. Haug (2017) considered on Understanding inclusive education: ideals and reality. The key issue discussed in the article is the main challenges in developing inclusive education. Most European countries have acknowledged inclusive education as a means to secure equal educational rights for all persons. However, the definitions and implementations of inclusive education vary immensely. They are discussed in relation to a narrow and a broad definition of inclusive education, distinguishing between a horizontal and a vertical dimension of the concept. The article also goes into students' learning outcomes in inclusive education as well as teacher competencies for inclusive pedagogy. No country has yet succeeded in constructing a school system that lives up to the ideals and intentions of inclusion, as defined by different international organizations. Placement seems to be the most frequent criterion of inclusive education, to avoid segregation. The quality of teaching and learning processes in inclusive education has lower priority.

There are an estimated 240 million children with disabilities worldwide. Like all children, children with disabilities have ambitions and dreams for their futures. Like all children, they need quality education to develop their skills and realize their full potential. Yet, children with disabilities are often overlooked in policymaking, limiting their access to education and their ability to participate in social, economic and political life. Worldwide, these

children are among the most likely to be out of school. They face persistent barriers to education stemming from discrimination, stigma and the routine failure of decision makers to incorporate disability in school services. Disability is one of the most serious barriers to education across the globe. Robbed of their right to learn, children with disabilities are often denied the chance to take part in their communities, the workforce and the decisions that most affect them. A young boy wearing an assistive device listens to a speaker at an awareness-raising session. Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too. Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all. Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all. But progress comes slowly. Inclusive systems require changes at all levels of society. At the school level, teachers must be trained, buildings must be refurbished and students must receive accessible learning materials. At the community level, stigma and discrimination must be tackled and individuals need to be educated on the benefit of inclusive education. At the national level, Governments must align laws and policies with the Convention on the Rights of Persons with Disabilities, and regularly collect and analyse data to ensure children are reached with effective services. UNICEF's work to promote inclusive education

To close the education gap for children with disabilities, UNICEF supports government efforts to foster and monitor inclusive education systems. Our work focuses on four key areas:

Advocacy: UNICEF promotes inclusive education in discussions, high-level events and other forms of outreach geared towards policymakers and the general public.

Awareness-raising: UNICEF shines a spotlight on the needs of children with disabilities by conducting research and hosting roundtables, workshops and other events for government partners.

Capacity-building: UNICEF builds the capacity of education systems in partner countries by training teachers, administrators and communities, and providing technical assistance to Governments.

Implementation support: UNICEF assists with monitoring and evaluation in partner countries to close the implementation gap between policy and practice.

Inclusive Education implies that all the children, belonging to the normal and disadvantaged sections of the society, study together in their age-appropriate in the neighborhood schools without any discrimination to learn, contribute and participate in all aspects of the life of the school. This education has now been included in the ambit of the ETR-2009 act. As per the Amendment in the RTE Act (2010), children with disabilities have been included in the definition of a child belonging to the disadvantaged group in Section 2(d) of the RTE Act. The orphans, HIV-affected children, transgender and children of scavengers have also been included in the list of disadvantaged children in some states. The landmark step mentioned in this Act that section 12(1/C) mandates for private unaided and specific category schools to admit at least 25% of its entry-level class from children belonging to weaker and disadvantaged groups. It shows that inclusive education has now become a reality. The beliefs and principles of Inclusive Education are:

- 1-All children can learn
- 2-All children attend age-appropriate
- 3-regular classrooms in their local schools
- 4-All children receive appropriate educational programs
- 5-All children receive a curriculum relevant to their needs
- 6-All children participate in co-curricular and extracurricular activities
- 7-All children benefit from cooperation, collaboration among home, among school, among the community.

Inclusive education means that all children are educated in regular classrooms. It does not, however, mean that individual children cannot leave the classroom for specific reasons. For example, a child may require one-on-one assistance in a particular subject. This may or may not be happening during regular class time. Once schools are inclusive, serious thought is given to how often a child may be out of the regular classroom and the reasons that this may be happening. It does not mean that children with certain characteristics (for example, those who have disabilities) are grouped in separate classrooms for all or part of the school day.

Education for the children of special needs in India is quite a debatable topic. Though we have the presence of special schools, the numbers are far less than what we need. But it's also a known fact that inclusive education is the right way of inculcating skills among special needs children. The acceptance of disabled children is more efficient when there is a presence of inclusive education. Most schools in India understand this aspect. However, the ground realities are much different than what we think.

Inclusive education is not only about education together. It's a way of life where special needs children learn to grow with developing children. When education is different like studying in special schools, then it translates into the development difference. The developing children fail to understand special needs children and look upon them with a difference. Inclusive education tries to bridge this gap. Through this form of education, the children become more understanding towards each other. In the longer-term, this brings acceptance of special needs children in the society much simpler.

Over the years, the benefits of providing inclusive education to all children have been shown. Inclusive education (when practiced well) is very important because:

All children can be part of their community and develop a sense of belonging and become better prepared for life in the community as children and adults.

It provides better opportunities for learning. Children with varying abilities are often better motivated when they learn in classes surrounded by other children.

The expectations of all the children are higher. Successful inclusion attempts to develop an individual's strengths and gifts.

Inclusive education is not just for some children. Being included is not something that a child must strive for, their participation is not something that must be earned. Inclusive education is a way of thinking about how to be creative to make our schools a place where all children can participate. Creativity may mean teachers learning to first not brand the children of what they can't do, their disbelief towards a child that he/she is useless but to teach those children in different ways or designing their lessons so that all children can be involved. As a value, inclusive education reflects the expectation that we want all of our children to be appreciated and accepted throughout life.

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