

## INCLUSIVE EDUCATION – THE NEED OF SOCIETY

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### **ABSTRACT :**

*Inclusion of children in mainstream education requires the preparation of teachers to suit their needs. It demands skilled and motivated teachers who are competent to meet the complexities in the classroom. Inclusive education as emphasized by Education For All (E.F.A.), If not achieved, may be due to the lack of efficient teachers. Presently, in adequate staff training has been identified as a notable factor for the failure of inclusive program. In general, administration usually shows and organizing in service education program for inclusive education? This paper shows its focus on the whole of key teachers in inclusive education in some important dimensions.*

*Keywords: Education inclusion, key teachers, training program.*

### **I. INTRODUCTION :**

Inclusive education signifies to all learners young people with or without appropriate network of support services. In this, it is believed that if a child is not able to learn it is not due to the disabilities of the child but due to the school system. It is the responsibility of the school to manage teaching in such a way that the needs of all the children are met. Inclusive education has been internationally recognized as a philosophy for attaining equity, justice and quality education for children, especially those who have been traditionally excluded from mainstream education for reasons of disability, ethnicity, gender or other characteristics, on the other hand, inclusive education has been excluded successfully in many countries, other countries are still in the process of achieving this goal. Inclusive education is defined by UNESCO as a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education. This means that all children have the right to a quality education that caters, to the extent possible to their individual needs. The success of every educational programme rests on the quality of the teachers and their attitudes. An Inclusive curriculum recognizes the need for the schools, to organize with the individual differences

of students in the mind and adopt flexibility to the capable all students to achieve their goals. Implementation of an inclusive curriculum would demand a number of changes in the present day teaching practices, curriculum content, evaluation procedures and available resources at the school level without which the objective of providing quality of education would remain elusive. It is also important to mobilize support from parents, the community and special schools. All over the world there is now a growing trend to move away from the special schools model to an 'Inclusive Education'. Inclusive Education system focuses that if a child is not learning, the problem lies in the education system and not in the disabled child. The difficulties arise because of rigid methods and curriculum inaccessible environment, untrained teachers and poor quality of teaching, lack of proper attitudes on the part of the teachers, lack of support from public agencies etc. Thus the focus shifts from making the education system responsible. The abilities of children vary, some learn fast while some are slow in understanding things. The understanding of various subjects also varies from student to student. Some children can understand the concept of the mathematics much faster than their counterparts while others may be good in language skills. The teachers' role is not only to teach the subject but also to provide other training such as mobility training, self-care training, preparation of teaching material according to the needs of the disabled children, training in use and maintenance of aids and so on. Teaching strategies in respect of specific disabilities have been indicated. It is often argued that a lack of knowledge on the part of classroom teachers, attribute to a lack of training, is the main barrier to inclusion. Inclusion makes the use of support, the ways in which teachers respond to individual differences during whole class teaching, the choice they make about group work and they utilize specialist knowledge.

**Objective:**

To discuss the concept of Inclusive Education and its general overview.

**Methodology:**

It is completely based on literature review on inclusive education.

**Result and Discussion:**

It is being carried by District Institute of Education and Training (DIETs), College of Teacher Education (CTEs), Institutes of Advance Study in Education (IASEs) and other national level Institutes. The duration of the program varies from two lectures to five days intensive programs on the basis of the type of program, target group, availability of time, funds and resources. Preparing, only in-service teacher education programs do not fulfill the objective and maintain quality to meet the challenges posed by inclusion of the marginalized (sensory impaired)

children in main stream education. It is also quite obvious that curriculum they received during pre-service teacher education course is not sufficient enough to meet the special education requires the sensory impaired children in inclusive setting. Ultimately, teachers were unable to meet the demands of modifying and delivery of the desired curriculum for the children with disabilities. The teacher himself needs the training on inclusive education.



**Plate 1: Ranjit Das- a PWD student who is enjoying the school level education in Rajarhat High School of Cooach Bihar (West Bengal), 2010 with his all non-PWD school friends**



**Plate 2: Ranjit is still enjoying his Higher education in Raiganj University, West Bengal, 2017**

**In this connection, the types of disabilities may be summed up:**

- a) Visual impairment.
- b) Hearing disabilities.

- c) Mentally retarded.
- d) Physically handicapped or orthopedic handicapped.
- e) Learning disabilities.
- f) Speech disabilities.
- g) Emotional disturbance leading to behavior problems.

## **II. ROLE OF TEACHER IN INCLUSIVE EDUCATION :**

1. Identification of the children with disabilities in the class room situation.
2. Referring the identified to the experts for further examination and treatment.
3. Adopting the children with disabilities.
4. Making positive attitude between normal and disabled children.
5. Presenting the children in the class room in proper places so that they feel comfortable and are benefited by the class room interaction.
6. Removing architectural barriers wherever possible so that children with disabilities move independently.
7. Exhibiting the children with disabilities in almost all activates of the class room.
8. Preparing suitable adaptation of the curriculum transaction so that the children with disabilities learn according to their ability.
9. Making of teaching aids / adaptation of teaching aids which will help the children with disabilities learn.
10. Parental guidance and counselling and public awareness programme through school activity.
11. Collaborating with medical physiological panels, social works, Parents and special teachers.
12. Developing of achievement and diagnostic tool.
13. Adaptation in evaluation for children with special needs.
14. Offering remedial instruction to the children who require it.

## **III. FOCUS ON ACTIVITIES AND STRATEGIES :**

1. Organize training workshops for educators and key community members on general inclusive education techniques. Especially those which highlight how such techniques can provide benefit all children by improving overall quality of teaching.
2. Develop awareness about inclusive education in school's regular professional development activities.
3. Make a focus knowledge about the benefits of inclusive education into initial training programs for student teachers in college and universities.

4. Develop mass media activates and materials highlight in the value of the inclusive education and increasing awareness which improves the confidence of teachers in their ability to teach students with diverse learning needs.
5. Increase awareness of many privileges of inclusive education through the interaction of educators and key, community members with people with disabilities. Also utilizing special events such as International a Disability Day and inviting different members of the community to participate and gain awareness.

#### **IV. PRE-SERVICE TRAINING PROGRAMS:**

For mobilizing human resources in the field of education, training must be done both at the pre-service and In-service levels. Virtually, inclusive education should be a compulsory subject for all teacher candidates and an integral part of teacher training curricula. Fundamental knowledge and skills on inclusive education, such as understanding needs and abilities of children with special requirement and pedagogic skills such as instructional accommodation and activity differentiation, should be provided to a greater extent to teacher candidates.

#### **V. IN-SERVICE TRAINING PROGRAMMS :**

In-Service training means professional development for teachers who are already working in the classroom. In addition the skills of professionals before entering the workforce, it is essential that teachers already teaching be provided skills and techniques for inclusive education. Teachers in many countries are required to upgrade their professional skills on an annual or regular basis to enhance their teaching performance. In-Service Training Programms provide Pre-school teachers enjoy thematic training on inclusive education particularly effective strategy to improve the quality of an entire educational system for all children regardless of their needs. Inclusive education methods are child-centered, employing active and participative learning techniques that improve teacher's capacity to teach children both with and without disabilities.

#### **VI. ROLE OF A NETWORK IN THIS CONTEXT :**

In the countries where inclusive education has not become a compulsory subject in pre-service program, the development of teacher training modules in inclusive education is best achieved by working in partnership with local teacher training institution and colleges. Working with local training institution is an effective way of disseminating information both at the pre-service and in-service levels. Faculties from teacher training colleges are responsible for training teachers both at the pre-service and in-service level.

**In this context it would be worthwhile to mention the concept of key teachers:**

The term “key teachers” refers to groups of educators, usually school vice-principals or district education officers who are selected on the basis of their overall competence and interest in inclusive education. The development of a network of key teachers is cost-effective because they are already part of the educational system and not a new set of specialists requiring additional funding. Key teachers are mostly school-based and often part of the local community, making this system more sustainable.

**The author suggests the Criteria for Selection of Key Teachers for effective discussion:**

- a) Keep positive attitudes towards children with disabilities.
- b) Hold good qualifications and pedagogical performance records.
- c) Be confirmed as long-term resources for schools and districts by local education authorities.
- d) Demonstrate good collaboration and communication skills.
- e) Keep good skills as trainer and facilitator.
- f) Keep a sound professional reputation.
- g) Possess good counselling skills.

**CONCLUSION:**

The problem of catering universal elementary education to the marginalized children, being a distinct discipline with different socio-cultural fabrics and hardships, needs to be analyzed to focus on the key problems and hindrances associated with it, and strategies for the promotion of their education. Definitely years of struggle for equality and social justice along with flight for economic alleviation has brought about marginal difference in their lives. The Constitution of India while recognizing the struggle of these socio-religious groups for existence has made several special provisions for them so that social dissonance could be reduced. This has been reflected in attainment of educational level. More needs to be done either in the form of policy making so that their coming generations could easily be assimilated in the mainstream. Assimilation of these groups will be beneficial to India and its diversity as developing only some sections of the society and depriving others will lead to lopsided socio-economic and educational development which is unhealthy for Indian development. Their fore, the genuine demands of these groups need to be heard, supported and included in the system. Education is not only the most effective instrument for ensuring equality of opportunity but also transcends human being from ignorance to enlighten, from the shade of social backwardness to the light of social amelioration and nation from under development towards faster social and economic development. The marginalized children are lagging far behind

non-marginalized children due to more than one reason. The problem associated with education of the marginalized children in India is manifold, complex and inter-related. Factors like poverty, apathy of the parents, superstitions and prejudice, lack of suitable teachers, alien language, inadequate facilities in the educational institutions and wastage and stagnation cause major hindrances in the process of education of the marginalized children in India. In this context, educating marginalized children needs concerted effort by the central Govt., State Govt. and NGOS. We have many miles to go, many miles to go...

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