



ISSN: 3049-3978 (Online)

Interdisciplinary Perspectives of Education

Contents available at: <https://www.swamivivekanandauniversity.ac.in/ipe/>

INCLUSIVE EDUCATION FOR DISABLED

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Abstract

"Inclusive Education for Disabled" explores the importance of providing equal opportunities for students with disabilities in educational settings. Inclusive education aims to create a supportive and accessible environment learning t for that values diversity and promotes the participation of all the students. This approach recognizes that every student has unique or basic needs and abilities and seeks to address the lack & barriers that prevent students with disabilities from fully participating in education. By fostering an inclusive culture, educators can help students with disabilities to reach their full potential, develop social skills and build confidence.

Keywords: *Inclusive Education, Disability Inclusion, Accessible Learning, Diversity and Inclusion, Special Educational Needs, Universal Learning-Design.*

1. Introduction

In present years, the importance of inclusive education has gained significant recognition worldwide. Inclusive education aims & objectives to provide equal opportunities for all students, regardless of their abilities or disabilities to learn and grow in a supportive and accessible environment. The approach recognizes that each and every student has unique needs and abilities and seeks to address the barriers that prevent all the students with disabilities from fully participating in education.

- **The Need & Advantages for Inclusive Education**

Students (CWSN) with disabilities often face significant challenges in accessing education, including physical barriers, social stigma, and inadequate support. These challenges can lead to lower academic achievement, reduced opportunities, and decreased self-esteem. Inclusive

education seeks to address these challenges by creating a proper learning environment that values diversity and promotes the participation of all students.

- **Benefits of Inclusive Education**

Inclusive education has numerous benefits for students with disabilities, including improved academic achievement, increased social skills, and enhanced self-esteem. Additionally, inclusive education can also benefit non-disabled students by promoting diversity, empathy and understanding.

2. Purpose of the Study

This study primarily aims to explore the concept of inclusive education for students with disabilities, including the benefits, challenges, and strategies for implementation. By examining the current state of inclusive education, this study seeks to provide insights and recommendations for educators, policymakers and stakeholders to create a more effective inclusive and supportive learning environment for all the students.

India adopted her constitution in 1950 and promised to provide a free and compulsory education to all children in the age group 6 to 14 by 10 years. The target was to be achieved by 1960. But this has not been achieved till today. There are various reasons, out of which the problem of educating disabled children is- one of them. The efficient education of the disabled children, who have special educational needs, has received much attention of the Govt. & Non-Govt. agencies in the very present days. In the past, at one stage the children (CWSN) with disabilities or impairments were treated with hospitality and were neglected. They were considered useless and incapable of doing anything on their own. Thus no attempts were made for their education, training and habitation. In the next stage some attempts were made for the education and welfare of disabled children. But they were considered incapable of receiving education in general schools. Therefore, special schools and institutions were opened in different countries including India for their education and training. These schools were limited in numbers and very costly. The disabled children suffered from inferiority complex and felt to be different from general children in these special institutions. As such, there was no proper development of the children.

There after arrangements were made to educate them in some selected regular schools with special provisions for them. But all these efforts were not successful and the situation did not improve.

During the 2nd half of the 20th century new chapter was opened for the inclusive education and training of disabled children in the world scenario. It was thought the they have same

right to education, to work and to full participation thin the society like all other members. The thinking and realization in third direction led the educationists and policy makers to conceptualize inclusive education or special education for the children (CWSN) with impairments or disabilities.

3. Inclusive Education: Concept and Meaning

According to dictionary meaning, the term 'inclusive' means 'including everything' or 'including the stated limits or extremes.'

The proponent of inclusive education believes that all children at any rate of disability or intensity of exceptionality should be educated in general educational environments. They assume that all children including those with disabilities -mild/moderate/severe should be educated with the peers of same age in the local schools.

Thomas (1997) defined 'inclusion' as the acceptance of all pupils within the main- stream education system, taught within a common framework and identified as the responsibility of all teachers.'

4. Application

Evans (1995) points out that "the inclusion philosophy requires the application of a variety of other strategies that can of a variety of other strategies that can maintain a diverse group of students in the general education environment. These strategies include consultant teacher models, collaborative consultation, collaborative teaching, cooperative professional development and referrals consultation."

Disabled or special needs children are to be placed with their peers and good friends in the mainstream of the general educational system. They will be provided with compensatory aids and appliances as per need of their disabilities to compensate to their deficiencies. For example for orthopedically, handicapped children adjustable furniture, special writing materials, wheel chairs and crutches etc.

The teachers will be so prepared that they can suitably manage the instructional work in the inclusive schools. Appropriate modification in the content presentation and trans- action strategies and developing learner friendly evaluation procedures are essential. The teachers will divide the class in to different groups for different activities and each teacher will teach a group or tutor individuals.

The teachers use curriculum based evaluation to assess their students learning out- comes. The teachers use cooperative learning strategy to help students learn to work together and develop social relationship. The teachers adopt curricula and present them according to students' knowledge, pace and learning style.

Teachers provide different activities for different students and use different worksheets and techniques.

5. Impact of Inclusive Education

A number of researchers have been conducted in the area of learning disability such as: Mukhopadhyay (1990), Desai (1990), Mani (1993), Mishra (1991), Mahapatra (1991), Kamalesh (1991), Kulkarni (1992), Pandey and Advani (1995) etc, the findings of which revealed that the normal and disabled children did not differ with respect to their intelligence; the teachers had positive attitude towards equal educational opportunities for disabled children etc.

"Any placement other than in the regular class room poses a serious threat of putting a child at risk for an inferior education and deprives the child of the social relationship that can be in the general education setting" (Stainback & Stainback - 1992).

- **The following inferences have been drawn in favor of inclusive Education**

- Development of Self Concept:* Disabled children develop their self-concept through inclusive education like normal children they can understand everything.
- Social Development:* Disabled children get scope to develop social relationship with their peers and teachers, when they are engaged in cooperative learning and in other activities in the inclusive schools.
- Cognitive Growth:* Disabled children are given education in general neighborhood schools with normal children by whom they acquire knowledge and skills optimum as far as possible.
- Reduced fears of differences:* When the disabled children are taught in the special schools or in integrated schools, they felt that they are different from other general students. But when they are taught in general local schools with normal children, the fears of differences are reduced to minimum.
- Education for All:* Regular schools with inclusive exposure are the very effective means of achieving education for all.
- Cost effectiveness:* Efficiency and cost effectiveness of the entire education system can be improved through inclusive education.

6. Comparison among Special Integrated and Inclusive Mode of Education

Table 1: Comparison among Special Integrated and Inclusive Mode of Education

Educational Setting	Special	Integrated	Inclusive
Child	Special	Brought as nearer to normal as possible	The child remains as he/she is
School	Special	A selected regular school	The neighborhood school
Curricular Methodology	Special	Subject Centered	Child Centered/ Child focused
Opportunities for Participation	Limited	Partial	Equal for all
Teacher	Special teacher	Class Teacher, Resource teacher, Specialist-Consultant	Class Teacher
Self-esteem	Low	Feels different	Least restrictive
Cost	Very high	Less expensive	Most cost- effective
Rights of the child to education	Charity oriented	Recognized as right but not realized	Realized and actualized

7. Review of the literature

• The Recourses of Inclusive Education

Inclusive education has been shown to have a positive impact on the lives of children with disabilities, extending beyond high school graduation. Individuals educated in inclusive settings tend to exhibit greater levels of employment, community involvement and independent living compared to those educated in segregated conditions. Teachers' attitudes towards integration and inclusion play a vital role in the to achieve a success of inclusive education ¹.

• Strategies for Successful Inclusion

Effective plan of action for inclusive education include:

- i. **Teacher Training:** Educators should receive training to address the multiple needs of students with disabilities.
- ii. **Supportive Learning Environment:** Creating a supportive & effective learning environment that values diversity and promotes participation.

- iii. Individualized Support: Providing individualized help or assist to students with disabilities to ensure they reach their full potential.

- **Challenges and Limitations**

- i. Despite the benefits, inclusive education faces several challenges, including:
- ii. Limited Resources: Insufficient resources and infrastructure in schools to sustain students with disabilities.
- iii. Societal Attitudes: Negative societal attitudes towards disability can hinder the execution of inclusive education.
- iv. Teacher Preparedness: Teachers may not feel requisitely prepared to address the needs of students with disabilities.

- **Global Perspectives**

The research has been conducted in various contexts, including low- and middle-income countries, to explore the application of inclusive education. Studies have highlighted the need for context-specific strategies and interventions to support inclusive education or special education in these settings ^{3 4}.

- **Key Findings**

Some key findings in the literature include:

- i. Improved Academic Achievement: Inclusive education can lead to ameliorate academic achievement for students with disabilities.
- ii. Socio-emotional Development: Inclusive education promotes socio-emotional development and well-being in students with disabilities.
- iii. Importance of Parental Involvement: Parental involvement is crucial in shaping inclusive education for students (CWSN) with disabilities.

Overall, the literature emphasizes the import of inclusive education for students (CWSN) with disabilities, highlighting its benefits and challenges. Further research is needed to develop effective strategies and interventions to keep up inclusive education in diverse contexts.

8. Analysis

The analysis of inclusive education for disabled individuals reveals several key themes and findings:

- **Benefits of Inclusive Education**

- i. Improved Academic Achievement: Inclusive education can lead to refine educational successes for students with disabilities.
- ii. Socio-emotional Development: Inclusive education promotes socio-emotional development and well-being in students with disabilities.
- iii. Increased Opportunities: Inclusive education can increase opportunities for students with disabilities to take part in post-secondary education and employment.

- **Challenges and Limitations**

- i. Limited Resources: Insufficient resources and infrastructure in schools can hinder the execution of inclusive education.
- ii. Societal Attitudes: Negative societal attitudes towards disability can create barriers to inclusive education.
- iii. Teacher Preparedness: Teachers may not feel properly equipped to address the needs of students with disabilities.

- **Strategies for Successful Inclusion**

- i. Teacher Training: Providing teachers with training and brace to address a range of needs of students with disabilities.
- ii. Individualized Support: Offering individualized support to students with disabilities to make sure or warrant they reach their full potential.
- iii. Collaboration and Partnerships: Fostering collaboration and partnerships among educators, families and community organizations to support inclusive education.

9. Implications for Practice

- i. Policy Development: Developing policies that support inclusive education and provide resources for implementation.
- ii. Teacher Professional Development: On condition that ongoing professional development occasion for teachers to enhance their skills and knowledge in inclusive education.
- iii. Community Engagement: Engaging with the broader community to promote understanding and acceptance of inclusive education.

By analyzing the literature on inclusive education for disabled individuals, it is clear that inclusive education can have a conclusive impact on the lives of students with disabilities.

No matter how, it requires a comprehensive approach that addresses the diverse needs of students and provides ongoing support for educators and families.

10. Conclusion

Inclusive education for disabled individuals is a vital aspect of creating a fair and equitable society. By providing students with disabilities with access to quality education, we can promote their social, emotional and academic development, and empower them to reach their optimal capability.

- **Key Takeaways**

- i. Inclusive education is a human right: Every student, irrespective of their abilities or disabilities, has the right to access quality education.
- ii. Benefits for all: Inclusive education full advantages not only students with disabilities but also their non-disabled peers, teachers and the broader community.
- iii. Ongoing challenges: Despite progress, there are still significant challenges to implementing inclusive education, including limited resources, negative societal attitudes and inadequate teacher training.

- **Future Directions**

- i. Increased investment: Govt. and educators must invest in resources, infrastructure and teacher training to support inclusive education.
- ii. Community engagement: Raising awareness and promoting community engagement can help shift societal attitudes and build support for inclusive education.
- iii. Collaboration and partnership: Collaboration among educators, families, and community organizations is essential for creating and sustaining inclusive education systems.

Initiatives have been started at different levels to make the inclusive education programmed successful. Government of India and UNICEF have joined their hands in implementing various programmers of education for the disabled children (CWSN) in different states and Union territories of the country. Sarva Siksha Abhiyan (SSA) adopts zero rejection policy and uses an approach of converging various schemes and programmers. N.C.E.R.T. at the national level and S.C.E.R.T./SIES at the state level are in charge of implementing and monitoring the projects.

This inclusive education programme has created hope for optimum development of disabled children with minimum cost.

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