
The Rationale for Inclusive Education

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Abstract

“However difficult life may seem, there is always something you can do, and succeed at. It matters that you don’t just give up.”

-Stephen Hawking.

- This thought-provoking quote by Stephen Hawkins, A very eminent scientist inspires us not to give up against any odds in life. In the light of the fact that he suffered with a neuro motor disease called Amyotrophic Lateral Sclerosis [ALS], this becomes more significant. Also, it brings into notice that one must never lose hope and live the life to the fullest no matter what happens. It is very inspiring to see such achievers who crossed all physical and mental barriers and left all hindrances behind to meet their goals.

To be a disabled or physically or mentally challenged individual and still to nurture a dream is not easy. Disability encountered at any stages in life is unwelcoming. Still if one encounters it in adulthood, it is a bit easy to cope up because by that time our emotional stability is in better stage. It is tougher if one gets it in initial stages of life or if he or she is born with any kind of disability.

It becomes a real challenge for the family to bring up such individual and equally challenging for the person with disability to live a normal life. But in all the cases education of such individuals plays a very important role. Earlier an old school of thoughts followed in our education system

Received: 05.08.2021

Accepted: 30.08.2021

Published: 30.08.2021



where such individuals were imparted education with the help of special educators who were trained for this purpose and were creating a group of people who could perform their daily activities of life and were still restricted to a heterogeneous group with a limited freedom. In the long terms, the system was not proving to be in accordance with the primary need of the education, The wholesome development of an Individual. The implications of such system were the latent denial to such people with equal opportunities and freedom of acceptance in the society. The need with better humanitarian approach was felt to avoid risk associated with protection, abuse, and other societal stigmas. Inclusive system is one such system where such individuals are put in normal institution with mainstream people so that instead of becoming a victim of sympathy, they become the part of the community.

Keywords: Disability, emotional stability, challenging, denial, humanitarian, inclusive, mainstream

Introduction

About 1 billion of 15% of world population as per Census 2001 is disabled. Out of 1.21 crore of population 2.2% of India's population has some other physical or mental disability. The number in rural population outnumbers the Urban population. It is observed that children born with any kind of disability find it exceedingly difficult or tough to face the daily challenges of life. Most of them become school dropouts because of a very unfit and old outdated school system for the survivors and so an extraordinarily strong need was felt by educators and several academicians all over the world to create a system of inclusive education to cater the needs of such children and adults where the difference becomes an opportunity to learn.

Mainstreaming for normalization is the Global trend in past years to achieve the objectives of a Wholesome human society where all kinds of differences are acceptable and any kind of disability does not bar a person's right to achieve what he aspires for. To create a world free from all kinds of prejudice mainstreaming or inclusive system of education is must. It outlaws all the biased behaviour ascertains upon the Education with sustainable future.

This system of education is constantly evolving and dynamic in nature. The main principle behind the system is ‘valuing diversity’ and fostering a conducive environment of learning for all.

The Reason for Inclusion

A big question is often encountered while talking about these people who find themselves struggling to join the common and the mainstream or normal people. According to the rights of persons with disabilities act 2016 which replaces the person with disabilities act 1995 and came into force on 19th of April 2017, disabilities have been defined as an evolving and dynamic concept which may be altered. The act fulfills all the criteria of United national convention on the rights of persons with disabilities {UNCPRD} to which India is signatory.

As per the rights and entitlement of the act:

- Government must take effective measures to ensure that people with disabilities must enjoy equal rights with others.
- Every child with benchmark disability is between the age group of 6 and 18 years shall have the right to education.
- Providing inclusive education to such people in all the government funded or recognized Educational Institutes.
- This act also clearly defines the grant of guardianship of district court under which there will be a joint decision making between the guardian and the person with disabilities.

Inclusive education in relation to the children with special needs

Providing education to children with disabilities in segregation mode or in special schools is increasingly becoming a questionable model and so that inclusive education is the need of the hour. The right to education to all clearly acknowledges the fact that it is the right of all children to get the compulsory education for ages between 6 to 18 years and it is the responsibility given to

the government to provide the conducive atmosphere to all citizens of India under this age with further extension to the advantages if they fall under the category of disabled. {act 2016}

Creating the common learning atmosphere to such people with special needs asks for a skeleton of education system where instead of compartmentalization children are under one roof, where all kinds of differences are acceptable and instead of differentiation inclusion should prevail.

According to the Whithead's, the famous educator, mathematician, and philosopher, the reality consists of processes rather than material objects. He emphasized on system study rather than the study of the portion. His philosophy explains that the body of an individual includes the mental state and which in turn includes the mind, perception and the reasoning. This urges us to see an organism in relation to systems, both internally and externally. To abandon the path of differentiation and coming to inclusion is suggested for the wholesome development of the learner.

The underlying advantages are many-

- The first and the biggest advantage is that such children can conserve their self-esteem
- An enhancement in learning level is achieved by altering the curriculum as for the activities of the child with the disability.
- School governance-With mutual involvement of the parents and the school system, a confidence level seems to rise, and it really affects the development of the child with the with disability.
- Mainstreaming such children by bringing them to normal school life help them in becoming better individuals well-adjusted to the society.
- Child centered approach-A child centered approach to learning is now accepted worldwide and so inclusive education gives it a new parameter by specifically designing activities as per the needs and the kind of disability the child has.
- A disabled individual does not feel left out from the community.
- Sending children to special school where is special educator were teaching was earlier thought be a better option, but the results of such system were not welcoming. The notable

influence of separation on these students was accepted. Their Social behaviour varied and they felt left out from the society. So it was considered that we must alter the school curriculum to prepare educator or teachers by customizing it.

- In the national interest of the country, it is advisable to create a sustainable environment which is unbiased and free from all kinds of differences, inclusive education is one of the best medium to promote such cause. The result is that such individuals are not cutoff but become become the part of the society as a whole and they develop as a system.
- The influences of IQ that is Intelligence Quotient and EQ that is Emotional Quotient are widely accepted in the development of a child.
- History has proven that the people were able to break the barriers of their physical disparity and became successful in their specialized field equipped with a strong will power.
- Academic and extra-curricular activities go parallel in normal school and children with disabilities are not excluded for compartmentalized unlike in special institutions. This makes them more confident to face the challenges of the future and the society.
- If the practice continues they are better transform individuals for facing adulthood and getting employments too.
- Becoming a part of the society in the initial stages of life facilitates learning as it is a proven fact that the learning is a process that continues from birth to death.

Conclusion

Advancement in science and technology has transform the world into a global village. Education imparted keeping in minds the needs of the local area only or for a single country will severely hamper its progress. We have to create a United and sustainable world and so need to create Global citizens. We need to create an education system which caters the needs of global citizenship. Segregations at the early stage in any education system will create individuals without Universal values like world Heritage and Unity and brotherhood.

In terms of micro planning universalization must begin from accepting all individuals irrespective of any differences depending on physical, psychological, economic, social for intellectual parameters. Keeping aside the data and empirical values for people with disabilities, the humane approach seems to win over the separating techniques for them.

Institutionalization which is a systematic drive to take people out of the Institution and putting them back into closer contact with the community. Normalization through both mean and ends of education for students with disabilities should be as much as like those for normal students as far as possible. Full inclusion means all students with disabilities will be amalgamated in general education classes in their neighborhood schools and general education should assume primary importance. Though our country is in its developing stage of this philosophy, the future of Inclusive education seems very bright with only clause of getting a welcoming response from the communities as well.

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