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## Inclusive Education for Educational Equality as Capability Equality

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### Abstract

Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion.

Inclusive education is carried out in a common learning environment; that is, an educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community. A common learning environment is not a place where students with intellectual disabilities or other special needs learn in isolation from their peers. Inclusive education acknowledges that all children can learn, all students belonging and being valued as equal member of the school community. It acknowledges and respects differences in children's age, gender, ethnicity, language, disability etc., and enables education structures, systems and methodologies to meet the needs of all children.

Integration is the process of including exceptional children into regular schools and classes which is also termed as mainstreaming. Exceptional children attend regular classes with non-handicapped peers but with supportive help by special teachers in special resource rooms. Special Education refers to specially designed instructions to meet the unique needs of exceptional children.

The objective of this paper is to provide education to all irrespective of their strengths and weaknesses, engaging students with disabilities in a wide range of learning opportunities and developing and implementing instructional strategies and methods.

### **Key Words**

Inclusive Education, Educational Equality, Capability Equality, Integrated Education, Children with Disabilities.

### **Introduction**

The concept of inclusion first gained recognition in Canada followed by the USA and Great Britain. In India the government of India launched the Integrated Education for Disabled Children (IEDC) programme in 1974. This was the first formal step towards inclusion. In fact, even as early as 1966, the Kothari Commission had highlighted the importance of educating children with disabilities in regular schools. The Salamanca Statement, UNESCO 1994, for action on special needs education, has been identified as the international breakthrough for inclusion leading to a paradigm shift in education.

India is a democratic country. Education is a fundamental right of every child to receive help in learning to the limits of his/her capacity, whether that capacity be small or great. The discrimination of poor and rich, boy and girls, urban and rural, SC, ST, BC, OC, handicapped etc., are still visible in our country. Many categories in the society are not getting equal educational facilities in the country. Among them the differently-abled are more prone to be away from education due to personal, social, economic and other problems.

All children be given equal opportunity to learn, whether they are average height, dull, retarded, blind, deaf, crippled, delinquent, emotionally disturbed or otherwise limited or deviant in their capacities to learn. Equality of opportunity denotes two things such as equality of access to school education and equality of success in school.

### **Meaning of Inclusive Education**

The term Inclusive Education refers to education of all children without discrimination of attainment, gender or disability into the regular school. It is based on the principles of Equalization of Educational Opportunity and responds to the diversity of children's needs and abilities including differences in their ways and pace of learning. It is an education system which recognizes policy of inclusion and schools become centers which prepare children for life and ensure that all children, especially the differently-abled, children from marginalized sections and children from different circumstances get the maximum benefit of critical area of education. Inclusive education is that approach which aims at providing education to all children to normal education setup.

Inclusive education means that all students attend their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

Inclusive education is ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion.

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### **Characteristics of Inclusive Education**

The following are the characteristics of Inclusive Education.

1. Inclusive education acknowledges that all children can learn, all students belonging and being valued as equal member of the school community.
2. It acknowledges and respects differences in children's age, gender, ethnicity, language, disability etc., and enables education structures, systems and methodologies to meet the needs of all children.
3. It is a part of a wider strategy to promote an inclusive society and it is a dynamic process that is constantly evolving.
4. Intentionally and meaningfully engaging students with disabilities in a wide range of learning opportunities, activities and environments that are available to all children, including participation in the general education curriculum, non-academic and extra-curricular activities.
5. Implementing goals and objectives that are aligned with the state standards, as well as implementing goals that are student specific in the general education class room with the appropriate supplementary aids and services.
6. Developing and implementing instructional strategies and methods that increase the participation and progress in the general education curriculum of students with disabilities.

## **Need and Importance of Inclusive Education for Educational Equality as Capability**

### **Equality**

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.

Inclusive education results in superior social and developmental outcomes. A study compared the quality of school life of special students in segregated and inclusive settings and found that students in the inclusive settings were less lonely. Special students who had inclusive education demonstrate improved outcomes in specific skill areas, such as their social competencies, communication skills and even motor skills. Special Students who had inclusive education achieved better academic outcomes when compared with their counterparts in segregated settings. Academic outcomes include the results of standardized testing or grade point averages, Students' literacy and language skills and skills in other subjects, including mathematics. Special Students who have had education in inclusive settings tends to have higher chances of engaging in postsecondary education/employment and living independently. They are also much more likely to gain employment and earn higher wages, to be actively contributing members of their community and to be involved in long-term and stable relationships. Students without disability tend to hold fewer prejudices about people with disability and are more open to socially interacting with them.

### **Objectives of Inclusive Education for Educational Equality as Capability Equality**

The following are the objectives of Inclusive Education for Educational Equality as Capability Equality.

1. To provide education to all irrespective of their strengths and weaknesses
2. To promote an inclusive society and it is a dynamic process.
3. Engaging students with disabilities in a wide range of learning opportunities
4. Inclusive education has the goal of reaching everybody without any discrimination.
5. Developing and implementing instructional strategies and methods

### **Methods and Procedures**

For this research paper, secondary data analysis is usually collected from the internet via journals, research papers on the same subject.

As per the Salamanca Statement and Framework of Action (1994), developing inclusive schools that cater to a wide range of pupils in both urban and rural areas require: the articulation of a clear and forceful policy on inclusion together with adequate financial provision an effective public information effort to combat prejudice and create informed and positive attitudes - an extensive programme of orientation and staff training and the provision of necessary support services. Changes in all the following aspects of schooling,

as well as many others are necessary to contribute to the success of inclusive schools: curriculum, building, school organization, pedagogy, assessment, staffing, school ethos and extracurricular activities.

## **Integrated Education**

Integration is the process of including exceptional children into regular schools and classes which is also termed as mainstreaming. Exceptional children attend regular classes with non-handicapped peers but with supportive help by special teachers in special resource rooms. Regular classroom teacher provides most of the instruction and the special teacher provides intermittent instruction to the student and in consultation with regular teachers, the student is integrated except for brief instructional sessions. Students with visual impairment or physical disorder and mild learning disabilities can be integrated with regular students.

## **Mainstreaming**

The term mainstreaming is used to mean an integration of regular and exceptional children in a school setting where all children share the same resources and opportunities for learning on a full-time basis.

## **Special Education**

Special Education refers to specially designed instructions to meet the unique needs of exceptional children. The unique needs refer to using of special materials such as hearing aid for hearing impaired persons, magnifying glasses, braille and canes for visually impaired persons, communication board, wheel-chair and other adapted material for physically and mentally retarded persons and applying special techniques like task analysis, shaping, chaining and fading techniques. To apply these techniques and to use the special material, specialized instructor or teachers are required.

## **Planning for Inclusive Education**

The following planning is necessary for inclusive education.

### **1. Resource Model**

Eight children with impairment are grouped together and education is given before or after classroom in consulting with general teacher. There will be resource teachers along with regular teachers. Whole responsibility of the class rests with regular teacher. One full-time resource teacher can cater to the needs of 8 – 10 disabled students. There can be 1 to 2 disabled students to a class or a section.

### **2. Itinerant Teacher Model**

Children from various classes are put together in this system and education has given to them by visiting special educators. Itinerant teacher is the one who visits the school 2 – 3 times a week. In case of primary schools more than that. The schools selected for this model should be within 8

kilometers. In case of more distance teacher may be provided with a bicycle or bike. There won't be a resource room but teacher will carry resource kit.

### 3. Dual Model

Regular teacher 2 – 3 months of special training will meet the needs of disabled students as well. The teacher will use special methods and materials for the purpose.

### 4. Alternate School Model

This model consists of evening schools, night schools and packaged programmes. This is mainly meant for economic and vocational rehabilitation of the disabled persons.

### 5. Distance Model

This is mainly meant for discontinued students, aged and working people. The universities like Indira Gandhi National Open University (IGNOU) and Madhya Pradesh Bhoj Open University (MPBOU) are offering special courses for disabled students.

### 6. Home-based Training

Specially meant for severely locomotor disabled, young children and for whom the above options either not available for not suitable. This is very rarely used programme in India.

## Learning Styles in a Diverse Classroom

Eddy describes a learning style as the way in which we prefer to organize, classify and assimilate information about the environment. According to Eddy, the following are the learning styles.

#### a) Auditory learners

These learners prefer to receive ideas and information by hearing. They may struggle with reading and writing, but excel at memorizing spoken words such as song lyrics. They often benefit from discussion-based classes and the opportunity to give oral presentations.

#### b) Visual learners

These learners prefer to receive information by seeing. Typically, these students pay much attention to detail. They are less likely to speak in class than their auditory peers and generally use few words when they do. Outlines, graphs, maps and pictures are useful in helping these students learn.

#### c) Kinesthetic-Tactile learners

These learners tend to learn best via movement and touch. These students are often labeled “hyperactive” because they tend to move around a great deal. Because they like movement, they may take many notes and learn best when allowed to explore and experience their environment.

## Classroom Management in Inclusive Education

The following strategies are useful for classroom management in inclusive education.

### 1. Task Analysis

Complex learning material will be divided into simple steps and presented sequentially. This is mainly used to teach functional skills for mentally retarded children

### 2. Environmental Modifications or Adaptive Devices

In this method appropriate modification in environment or devices will be made.

### 3. Barrier Free Environment

For example, ramp along the steps, textured floor, adopted desks and chairs, modified toilets and sign boards.

### 4. Least Restrictive Environment

Teacher has to be sensitive to the needs of different kinds of disabled students.

### 5. Small Group Teaching

If the teacher manages the class by teaching to a limited number of students (4-6) is known as small group teaching.

### 6. Peer Teaching

It is the method in which two or more students work together with mutual support.

### 7. Reinforcement

The encouragement given to desired behaviour is known as Reinforcement. There are three types of reinforcement such as primary, secondary and social reinforcement.

### 8. Generalization

Process of applying the skills acquired in one situation to a new situation

### 9. Discrimination

Ability to distinguish between similar things is discrimination.

## Role of Educational institutions in inclusive Education

Specific measures proposed by various committees and acts for adopting inclusive measures are summarized below.

- a) Children with disabilities up to the age of six years will be identified and necessary action may be taken to include in schools.
- b) Make schools with infrastructural facilities such as necessary school buildings, toilets, playgrounds, laboratories and libraries etc., and for barrier free and accessible for all types of disability.
- c) Method of teaching and medium of instruction should be adapted to the requirements of most disability conditions.

- d) Teaching learning tools and teaching learning aids such as educational toys, Braille books, talking books, appropriate software etc., will be made available in the resource room.
- e) Assistive devices such as wheel chair, support stick, spectacles etc., should be made available to all needed in the ground floor of the building.
- f) Schools should be located within easy travelling distance. Alternative travel arrangements will be made with the assistance of community, State government and Non-Governmental Organizations.
- g) Examination's system should be modified to make it disabled friendly. Special exemption may be given in appearing examinations such as mathematics and languages etc.
- h) Three percent reservation for disable persons shall be enforced for admission into higher education institutions.
- i) In-service and Pre-service teacher training programmes should be modified to meet the needs of children with disabilities.

## Role of Teachers in Inclusive Education

Teachers can play a key role in identification and assessment of a disabled child like below.

- ❖ The teacher can observe the behavior of the child and find out the difficulties of the students. If a child is not able to see the blackboard, he can check his vision with Snellen chart.
- ❖ Teacher can refer the child to the doctor, therapist or other services as per his/her disability or problem.
- ❖ Teacher should change the teaching methodology and use special Audio-Visual teaching and learning aids for the benefit of the disabled.
- ❖ Teacher should pay individual attention of disabled students and make them familiar with resources available in the school.
- ❖ Teacher can interact with parents about the problem of their child and progress of their child
- ❖ Teacher can also discuss about the academic achievement and further education.

## Result and Discussion

1. Inclusive education reduces fear and to build friendship, understanding and respect.
2. It eliminates the stigma associated with disabilities as familiarity and tolerance increase.
3. The child without disabilities learns to value the contributions of all children, despite any disabling conditions
4. It helps the mainstream child to be tolerant of his weaknesses and appreciate his own strengths.
5. Involvement with children with special needs can build positive character traits such as patience, empathy and acceptance.
6. Full inclusion prepares all children for the roles they will play in mainstream society after finishing their schooling.



## Conclusion

Inclusive education brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. Inclusion is an effort to make sure that diverse learners those with disabilities, different languages ad cultures, different homes and family lives, different interests and ways of learning are exposed to teaching strategies that reach them as individual learners. The purpose of education is to ensure that all students or learners gain access to knowledge, skills and information that will prepare them to contribute to communities and workplaces. Inclusive Education eliminates all forms of discrimination and it gives access to all in the learning Environment. There are different terms related to inclusion, namely Integrated Education and Special Education. Inclusive education is developing a sense of belonging, respecting people of different culture and accepting individual differences.

Apart from that, there is a need to change the negative attitudes and more responsibility towards learners with special needs, which can be brought about by policy changes. There is a need to provide proper training to the teachers dealing with the diverse needs of the learners, applying appropriate individualized pedagogy and assessment system.

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