

**B. Ed. Spl. Ed. (M. R. / H. I. / V. I)-
ODL Programme**

AREA - B

B - 6 : INCLUSIVE EDUCATION



**A COLLABORATIVE PROGRAMME OF
NETAJI SUBHAS OPEN UNIVERSITY
AND
REHABILITATION COUNCIL OF INDIA**



AREA - B
CROSS DISABILITY AND INCLUSION
COURSE CODE - B6
INCLUSIVE EDUCATION

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The Self Instructional Material (SIM) is prepared in conformity with the B.Ed.Spl. Edu.(MR/ HI/VI) - ODL Programme as prepared and circulated by the Rehabilitation Council of India, New Delhi and adopted by NSOU on and from the 2015-2017 academic session.

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Dr. Ashit Baran Aich
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Netaji Subhas Open University

From the Vice-Chancellor's Desk

Dear Students, from this Academic Session (2015-17) the Curriculum and Course Structure of B. Ed.- Special Education have been thoroughly revised as per the stipulations which featured in the Memorandum of Understanding (MoU) between the Rehabilitation Council of India (RCI) and the National Council for Teacher Education (NCTE). The newly designed course structure and syllabus is comprehensive and futuristic has, therefore, been contextualized and adopted by NSOU from the present academic session, following the directives of the aforesaid national statutory authorities.

Consequent upon the introduction of new syllabus the revision of Self Instructional Material (SIM) becomes imperative. The new syllabus was circulated by RCI for introduction in the month of June, 2015 while the new session begins in the month of July. So the difficulties of preparing the SIMs within such a short time can easily be understood. However, the School of Education of NSOU took up the challenge and put the best minds together in preparing SIM without compromising the standard and quality of such an academic package. It required many rigorous steps before printing and circulation of the entire academic package to our dear learners. Every intervening step was meticulously and methodically followed for ensuring quality in such a time bound manner.

The SIMs are prepared by eminent subject experts and edited by the senior members of the faculty specializing in the discipline concerned. Printing of the SIMs has been done with utmost care and attention. Students are the primary beneficiaries of these materials so developed. Therefore, you must go through the contents seriously and take your queries, if any, to the Counselors during Personal Contact Programs (PCPs) for clarifications. In comparison to F2F mode, the onus is on the learners in the ODL mode. So please change your mind accordingly and shrug off your old mindset of teacher dependence and spoon feeding habits immediately.

I would further urge you to go for other Open Educational Resources (OERs) - available on websites, for better understanding and gaining comprehensive mastery over the subject. From this year NSOU is also providing ICT enabled support services to the students enrolled under this University. So, in addition to the printed SIMs, the e-contents are also provided to the students to facilitate the usage and ensure more flexibility at the user end. The other ICT based support systems will be there for the benefit of the learners.

So please make the most of it and do your best in the examinations. However, any suggestion or constructive criticism regarding the SIMs and its improvement is welcome. I must acknowledge the contribution of all the content writers, editors and background minds at the SoE, NSOU for their respective efforts, expertise and hard work in producing the SIMs within a very short time.



Professor (Dr.) Subha Sankar Sarkar
Vice-Chancellor, NSOU

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AREA - B

B-6 : INCLUSIVE EDUCATION

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**Netaji Subhas Open
University**

**AREA - B
B-6 : INCLUSIVE
EDUCATION**

B-6 □ Inclusive Education

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1.1 Introduction

Disability is seen as a prominent developmental issue in any country, as the disabled group in a society is often become marginalized due to exclusion from the mainstream society leading to poverty. Inclusive Education approach doesn't only provide the provision of basic human rights to education but also the dignity of human being which is often being linked with the socio-economic status in the community. It is seen as a device for both access and equity in education which are also the fundamental aspirations of Education for All programme (UNESCO, 1990) and Millennium Development Goal Action Frameworks (Millennium Summit of the United Nations, 2000). Through inclusive education the learners may get a chance for not only getting into the system but also a support to complete it successfully. Inclusive education results in improved social development and academic outcomes for all learners as it provides opportunity to get exposed to the real world which leads to the development of social skills and better social interactions. It also provides platform to the non-disabled peers to adopt positive attitudes, tolerance. An important prerequisite for inclusive education is to have respect for differences, respect for different learning styles, variations in methods, open and flexible curricula and welcoming each and every learner into the common platform. Thus, the perspectives of seeing the disabled learner has been changed to differently-abled or special need learner.

Success of any learner is dependent on both the school and community, but, both of them may possess barriers in implementing the inclusive education policy. These barriers are both external and internal in nature. In order to facilitate inclusive education, there has to be a modification in the environmental conditions which includes the physical changes for barrier free environment in each of the school buildings with adequate facilities. Apart from that very importantly, there is a need to change the negative attitudes of the common people and to develop their sense of responsibility towards the child with special needs (CWSN).

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. Barriers to access and success can be viewed in physical as well as structural sense. But more than that, it is the curriculum, the pedagogy, the examination and the schooling approach, which may also create barriers. Unless these unseen barriers are taken care of, access to all children with diverse needs would remain a far cry. The inclusive education movement, combined with technological development has come at this crucial juncture in our country. Choosing a holistic Inclusive approach to access and success in education is more likely to succeed in reaching education for all.

1.2 Objectives

- To understand the concepts of marginalization and inclusion;
- To understand the changing practices in education of children with disabilities in respect to segregation, integration and inclusion;
- To understand the Diversity in classroom in the context of learning Styles, linguistic and socio-cultural multiplicity;
- To understand the basic principles of inclusive education;
- To acquire knowledge about primary Barriers to Inclusive Education.

1.3 Marginalization vs. Inclusion : Meaning and Definition

1.3.1 Marginalization : Meaning and Definition

'Marginalization' is social disadvantage and relegation to the fringe of society.

The term has been used first in France and then widely in Europe. Academically, it is now used across the disciplines of social sciences including philosophy, education, sociology, psychology, political science and economics.

Marginalization as the social exclusion is a process in which individuals or entire communities of people are systematically blocked from or denied full access to various rights, opportunities and resources that are naturally and normally available to members of a different group, and which are fundamental to social integration within that particular group (e.g., housing, employment, healthcare, civic engagement, democratic participation, and due process). The outcome of social exclusion is that affected individuals or communities are prevented from participating fully in the economic, social, and political life of the society in which they live.

Definition:

Marginalization is a process whereby something or someone is pushed to the edge of a social group and accorded lesser importance. This is predominantly a social phenomenon by which a minority or sub-group is excluded, and their needs or desires ignored. Thus, marginalization leads to social exclusion.

Social exclusion is a multidimensional process of progressive social rupture, detaching groups and individuals from social relations and institutions and preventing them from full participation in the normal; normatively prescribed activities of the society in which they live. It reflects the inability of our society to keep all groups and individuals within the reach of a society or to realise their full potential.

1.3.2 Inclusion: Meaning and Definition

The right of every child to education is proclaimed in the Universal Declaration of Human Rights (1948) as well as in the UN Convention on the Rights of the Child (1990), and reaffirmed in the World Declaration on Education for All (1990). Each Child is different with different learning needs, learning speeds and programming for education. Among these learners, some have more specialized needs than others, but the commitment to ensure their education too has been enshrined in Salamanca Conference (1994). 'Inclusive Education' is an approach that aims to realize the goals stated in these conventions, as an approach that involves homes, schools communities, employers and governments in ensuring that each and every child, regardless of his/her individual needs or social circumstances, has equal opportunity to get a mainstream

education together with the children of other community. As the name implies, inclusive education seeks to ensure that no child is excluded, marginalised or segregated, that school is such a community to which everyone belongs, and that each child is learning what she is expected to learn.

Definition:

"Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education" (Booth, quoted in UNESCO 2001).

"Inclusive Education involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children" (UNESCO, 1994).

"Inclusion, when the position of children with disabilities is considered as physically being in the same place and doing the same things as other students, social acceptance, and a right to individually relevant learning"(Norwich, 1999).

1.3.3 Marginalization vs. Inclusion

Marginalization theoretically emerges at the individual or group level on four correlated dimensions—(i) insufficient access to social rights, (ii) material deprivation, (iii) limited social participation and (iv) lack of normative integration. It is then regarded as the combined result of personal risk factors (age, gender, race etc.), macro-societal changes (demographic, economic and labour market developments, technological innovation, evolution of social norms etc.), government legislation and social policy, and the actual behaviour of businesses, administrative organisations and fellow citizens.

On the other hand, inclusion is a system in which all children from a given community learn together in the same local school setting including the children with learning difficulties, special needs or disabilities with certain changes in the education systems. Traditional systems of education tend to increase the gap between advantaged included students with disadvantaged excluded children. Middle and upper class children, who start out with more (in terms of opportunity, materials), are also given more in the traditional system, thus widening the gap in education and society between the haves and have not's. As for example, the marginalised children,

who start with less, are generally provided less in terms of equal educational opportunities propagating the vicious cycle of poverty and lack of opportunities.

International Journal of Inclusive Education (vol.16, Issue 12, 2012) focuses on the importance of engaging with children's voices in school settings in order to understand and deal with marginalization. Engaging with the views of children and young people is an essential part of the process of developing inclusion. It can be viewed as an approach to inclusive education, which predominantly places emphasis on the views of the learners, rather than on other organisational aspects within a school context.

1.4 Changing Practice in Education of Children with Disabilities : Segregation, integration and inclusion

1.4.1 Changing Practice in Education of Children with special needs

Introduction of education of children with disabilities, in India, can be traced back to the dawn of 19th century. Special school services in the country were initiated mostly by foreign missionaries. The concept of inclusion has been finding its reference in many documents of nationalist education movements in the post independent period. The provision of better services to person with disabilities has been included in the Article 45 of the Indian Constitution. The Indian, Education Commission Report (1964-66), had recommended placement of the disabled child as far as possible in ordinary schools. The National Policy on Education (NPE, 1986) included a full chapter on Education of the handicapped and formulated guidelines for action. The NPE strongly emphasised the need for the expansion of 'integrated' education programme.

The centrally sponsored scheme of Integrated Education for Disabled Children (IEDC) was introduced in 1974 and later it was emphasised in the National Policy of Education (1986) as well as in the Programme of Action (1991). Therefore, efforts for inclusion were persistently made. Though these national documents emphasised the need for services for persons with disabilities, the actual implementation of activities for the disabled was not satisfactory in the past.

1.4.2 Segregation of Children with Special Needs

'Segregation' indicates that disabled children will only be treated separately. Some scholars believe that segregation is the best way to educate special child.

Segregated programs are designed and staffed by professionals that are trained to work with Child with Special Need (CWSN), which typically means they are better trained to teach special Child. Therapists are usually an integrated part of the system. However, there are downsides to segregation. Children that are segregated do not always have the challenge of learning with their peers, which can sometimes facilitate better learning and skills. Also, children that are segregated are not learning how to function in the community in hopes of becoming integrated into society. There are many educational environments that do not offer 'pure' segregated special education classes.

There are programs that combine inclusion and segregation, where the child might spend part of the day in a segregated program and the other part of the day in an inclusion program or s/he might spend the day in an inclusion program and receive remedial assistance and therapy. There may be different combinations of inclusive education.

1.4.3 Integration of Children with Special Needs

'Integration' is the beginning of inclusive education. No specific year could be cited for the Introduction of inclusive vis-a-vis integrated education in India. Special schools were adopting partial integration for disabled children at the secondary level in the beginning of 20th century itself. However, full-fledged integrated education programmes emerged only in the beginning of 1980s. Since 1980, the field has witnessed a phenomenal growth of integrated education.

Integrated education emerged out of compulsion rather than as an option in India. In the process of bringing more disabled children under the umbrella of educational services, integration was considered as the cost-effective approach and therefore, the general education system started accepting CWSN in general schools. The implementation of integrated education programme also addressed the needs of the high risk children who were suspected to be potential dropouts and therefore, retention of such children became high. With the success of integration in the past two decades, the country is now becoming ready for inclusive education. Inclusion aims at reinforcing better educational practices in the general school system which addresses the educational needs of all children.

Current Status of Integrated Education in India:

The centrally sponsored scheme of integrated education, initiated in 1974, had been implemented in all the States and Union Territories of the country. More number

of Government, institutions was intensively involved in integrated education in both the government and non-government organisations.

According to Mukhopadhyay and Mani (2000), "Across the disabilities, orthopedically disabled children are better identified than other disabilities at all levels of education. This factor also needs attention as the identification and assessment procedures yet to be developed to shift the focus on the actually deserving disabled children." The share of disabled children in general schools is still much lower than the estimated number. The present coverage in integrated education is expected to be approximately 80,000 disabled children in over 18,000 schools. Integrated education concept has come to stay in the educational system in India and its full potential is yet to be explored.

1.4.4 Inclusion of Children with Special Needs

The country has been striving hard to provide education for all children since 2002. The direct and simple approach to answer the question whether children with special needs are being adequately covered and have benefitted from Education for All (EFA) would be to match the number of children in the related age group with that of children enrolled in schools including special schools, non-formal centres and / or open learning systems. Unfortunately, the data and information are neither collected in this manner nor the services made available presently at par with other children (Mukhopadhyay and Mani, 2000). Some of the related major acts and policies are discussed below:

Inclusion through the PWD Act, 1995:

The issue of the services for children with disabilities is treated as human resources development with the introduction of the Person with Disability (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. As a result, the service for children with disabilities is no more considered a welfare activity; rather it is treated as the right of the disabled child.

The main purpose of the PWD Act is to define responsibilities of the Central, State and Local Governments with regard to service for disabled persons. The Act also ensured coverage of total life to disabled individuals so as to make full contribution in accordance with their disability conditions. Blindness, Low Vision, Leprosy-Cured, Hearing Impairment; Loco motor Disability, Mental Illness, and Mental Retardation are the seven disability conditions covered under the Act. As per the Act, the

Governments shall ensure that suitable education should be provided till their age of 18. It also indicates that integrated education and special schools will have to be set up to meet the educational needs of the children with acute disabilities. Introduction of non-formal education, functional literacy schemes, provision of aids and appliances, education through open schools and universities etc., are also stressed in the Act. It also indicates that the Government should create adequate teacher training facilities to prepare teachers for special and integrated schools. Development of research on assistive devices is also envisaged in the Act. Many schemes are being evolved at the national and state levels to implement this Act. Therefore, the PWD Act 1995 is strongly encouraging inclusive education concepts wherever possible.

Role of the Rehabilitation Council of India (RCI) in Inclusion:

In 1932., the RCI Act was enacted in the Parliament. The Act was created by the then Ministry of Welfare (presently known as the Ministry of Social Justice and Empowerment) to regulate the manpower development programmes in the field of education of CWSN. Though RCI does not deal directly with the promotion of services at the school level, it has projected the need for massive manpower development for facilitating education for all disabled children, The major responsibilities of the RCI are:

- To bring standardisation of training courses for rehabilitation professionals/ personnel dealing with people with disabilities;
- To prescribe minimum standards of education and training institutions in the field of rehabilitation uniformity throughout the country;
- To regulate these standards in all training institutions uniformly throughout the country;
- To recognise institutions running degree/ diploma/ certificate courses in the field of rehabilitation of the disabled and to withdraw recognition, whenever facilities are not satisfactory;
- To recognise foreign degree/ diploma/ certificate in the field of rehabilitation awarded by institutions on reciprocal basis;
- To maintain a Central Rehabilitation Register of persons possessing the recognised rehabilitation qualification;
- To collect information on regular basis, on education and training in the field

of rehabilitation of people with disabilities from institutions in India and abroad;

- To encourage continuing rehabilitation education by way of collaboration with organisations working in the field of rehabilitation of persons with disabilities.

Role of Special Schools and Inclusion:

Special school concept is still an accepted model of education for children with disabilities in India and it will continue to be so in the years to come. Presently there are about 3000 special schools addressing persons with different disabilities. It is estimated that there are 900 schools for hearing impaired, 400 schools for visually impaired, 1000 schools for mentally retarded and 700 for physically challenged children (by UNISED Report 1999). The exact number of special schools is not fully known as there are many NGOs who run those schools and are not yet included in the lists available. However, the responsibilities of special schools are likely to change in the future. Some of the desired changes are:

- i. They are expected to become resource centre to facilitate inclusive education.
- ii. They are in a better position to serve children with multiple disabilities. In the growing concept of inclusion the special schools have a vital role to play. Through inclusion is open to everyone, experiences in India reveal that some children may not cope with the inclusive setting. Children with additional disabilities, orphans etc., need some alternative settings and special schools may help equip themselves to serve these children.

1.5 Diversity in Classroom : Learning Styles, Linguistic and Socio-Cultural Multiplicity.

1.5.1 Diversity in Normal Classroom

Now-a-days the increasing number of learners from diverse backgrounds entering into the elementary classrooms has reinforced the importance of making our schools more inclusive. With a greater variation in the talents, and social, cultural, economic and political backgrounds of the learners the elementary class-room in India has been facing a challenge to use this diversity constructively in order to democratize the teaching-learning processes and practices, and achieve the larger goals of social

justice. In this context, the agenda of 'inclusive education' has gained importance. There has been a further impetus with the enactment of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. The implementation of this Act will be considered successful only if it addresses the issue of making the children of marginalized communities 'visible' within the four walls of the classroom. Many of these children, across the country come from socially disadvantaged backgrounds, such as Scheduled Caste and Scheduled Tribe communities; ethnic and religious minorities, economically weaker sections, children of these communities are enrolled in school, they face the danger of dropping out. Many of them live in extremely vulnerable socio-economic conditions and face a serious threat to their universal rights, such as a school education.

Inclusive schools are designed with a vision and principles that believe in the culture of rights, social justice and equity. It believes that all children are not the same, and accepts the diversity as strength rather than a problem. It believes in certain basic pedagogy that children learn in different ways, and relates success more with the learning of life and social skills than scoring high marks in examinations. The admission policy of such schools should accept children from a diverse community rather than reject on the ground of admission test scores or other physical, social and economic factors. Inclusive schools might follow flexible curricula that would respond to these diverse needs of children. The UNESCO Framework has again highlighted the need of child-centred pedagogy for addressing the educational needs of the disadvantaged and the disabled: "The challenge confronting the inclusive school is that of developing a child-centred pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities".

1.5.2 Diversity in Learners' Learning Style

Educators do not believe that all learners are the same. Yet, too often, educators continue to treat all learners alike while paying lip service to the principle of diversity. Teachers know that students learn in different ways; the experience in the classroom confirms this every day. In addition, well-accepted theories and extensive research illustrate and document learning differences. Most educators can talk about learning differences, whether by the name of learning styles, cognitive styles, psychological type, or multiple intelligences. Learners bring their own individual approach, talents and interests to the learning situation.

The target of new inclusive schools is not that they are capable of providing

quality education to all children; their establishment is a crucial step in helping to change discriminatory attitudes, in creating welcoming communities and in developing an inclusive society according to their respective ability and learning style (Framework for Action on Special Needs Education; UNESCO, 1994). Traditional schools mostly offer scope for the use of only two types of intelligences - linguistic and logical-mathematical. This approach itself, creates learning barriers for a large number of children particularly those belonging to the first generation learners, the disadvantaged and the disabled. Gardner (1993), on the other hand, has identified seven types of intelligences - (i) Linguistic or Verbal, (ii) Logical Mathematical, (iii) Spatial or Visual, (iv) Musical, (v) Kinaesthetic, (vi) Interpersonal and (vii) Intra-personal. Schools encouraging the identification and application of these intelligences would be able to remove unseen and internal barriers that child learning face in traditional schools. Inclusive schools use variety of innovative practices to get children involved and participating in diverged learning processes. Some of the inclusive strategies are:

- Whole class inclusive teaching;
- Group/cooperative/collaborative learning;
- Peer tutoring/child-to-child learning;
- Activity based learning;
- Team approach/problem solving;
- Equity in assessment/examinations.

Inclusion in Education and its evolution in school system as a process-for removing barriers to access and success is a growing phenomenon. The strategies suggested above have been tried out in many schools across the countries and have, also conceptual and pedagogical backing. However, it is yet to be shaped into a reform movement or as a replacement of the traditional school system.

1.5.3 Diversity in Learners' Linguistic ability

Language is not merely a means of communication. Language, thinking and learning are inextricably linked. When children are forced to study through a language they cannot fully understand, especially in the school level, they face a serious learning disadvantage that can stunt their cognitive development and adversely affect their self-esteem and self-confidence for life. This is especially severe in marginalised

socio-economic situations where there is little exposure to the school language, outside the school. This gets further exacerbated when the children's culture, along with their language, is completely excluded from the classrooms.

India is pluri-lingual and pluri-ethnic country. The language situations in India are like a mosaic with a bewildering variety of speech patterns that get woven together in an 'organic pluralism'. It is usually difficult to attach language labels to the varied speech patterns that differ from place to place. There is little agreement on which languages be called 'languages' and which ones be categorised as 'dialects' and why. A significant proportion of the Indian population is multilingual-even if their repertoire of the other languages is limited; different languages are used in different domains of life; there are many 'contact' languages that are used in inter-group communication, which are often hybrids of other languages; there are constant language shifts that are taking place; in most parts of the country. Language assimilation is taking place resulting in increased homogenisation, especially in many tribal areas: there are several diglossic patterns among many communities, for example, parents using the regional language when speaking with their children, while using their ancestral language with their elders. Thus, like several other countries in South Asia, language use patterns are complex and difficult to capture and any attempt at documenting speech patterns is a complex exercise.

The education system in India has not been able to respond so far to the complex cultural and linguistic diversity in the country. language-in-education policies have attempted to provide some standardised solutions, though it needs further exploration in the Indian context.

1.5.4 Diversity in Learners' Socio-Cultural Multiplicity

Another, dimension of inclusive society is tolerance for and appreciation of cultural diversity. This includes societies that celebrate multiplicity and diverse expressions of identities. In the process of celebrating diversity there is a scope for recognition and affirmation of the differences between and among members of a society, which enables the society to move away from labelling, categorizing, and classifying people, towards more inclusive policies. Also, enabling a diversity of opinions provides the checks and balances crucial for the development of a society, while allowing for the greatest amount of diverse opinions to enter into every discourse.

We also know that an individual learner's culture, family background, and socio-

economic level affect her/his learning. The context in which someone grows and develops has an important impact on learning. These beliefs, principles and theories have an important impact on the opportunities for success for every student in our schools. The cultural clash often causes students to struggle in school, and yet their individual strengths, if valued, respected, and promoted, would bring them success and increase their self-confidence.

We know that culture and learning are connected in important ways. Early life experiences and the values of a person's culture affect both the expectations and the processes of learning. This is important because we need all the information we can get to help every learner succeed in school, and because a deep understanding of the learning process should provide a framework for curriculum and instructional decisions.

Education plays a critical role in this area, as it can provide opportunities to learn the history and culture of one's own and others, which might cultivate the understanding and appreciation of other communities, cultures and religions. Particularly for young people, education provides the opportunity to instil such values of respect and appreciation of socio-cultural multiplicity in achieving the broader goal of democracy.

1.6 Principles of Inclusive Education: Access, Equity, Relevance, Participation and Empowerment

1.6.1 Concept of Inclusive Education

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

Inclusion education is concerned with providing appropriate responses to the broad spectrum of learning needs in formal, informal and non-formal educational settings, rather than being a marginal issue on how some learners can be integrated in mainstream education. It is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners. It aims towards enabling teachers and learners both to feel comfortable with

diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem. Inclusion emphasizes providing opportunities for equal participation of persons with disabilities (physical, social and/ or emotional) whenever possible into general education, but leaves open the possibility of personal choice and options for special assistance and facilities for those who need it.

In particular, four key elements have tended to feature strongly in the conceptualisation of inclusion in education. Those are as follows:

- i. Inclusion is a 'process'. That is to say, inclusion in education has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learning how to learn from difference. In this way differences come to be seen more positively as a stimulus for fostering learning, amongst all children and adults.
- ii. It is concerned with the 'identification and removal of barriers'. Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving of all learners.
- iii. It is about the presence, participation and achievement of 'all students'. Here 'presence' is concerned with where children are educated, and how reliably and punctually they attend; 'participation' relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and 'achievement' is about the outcomes of learning across the curriculum, not merely test or examination results.
- iv. It involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement'. This indicates the moral responsibility to ensure that those groups that are statistically most 'at risk' are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement in the education system.

1.6.2 Principles of Inclusive Education

The Social Good Summit (UN Foundations, 2014) defined that the aim of social integration is to create an inclusive society, in which every individual, each with rights and responsibilities, has an active role to play. But what makes some societies

more inclusive than others? What are the critical elements for creating and maintaining an inclusive society in practical terms?

An inclusive society is based on the fundamental value of human rights. If All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood." It is a society in which all members, regardless of their backgrounds, are able to motivate and to participate in civic, social, economic and political activities. For this to happen, legal, regulatory and policy frameworks must be inclusive, and uphold and promote just and inclusive processes in all areas of implementation, so that equal access to basic education, public space, facilities and information are ensured, and diversity and cultural pluralism are respected and accommodated.

As the pre-requisite, respect for all human rights, freedoms, and the rule of law, both at national and international levels, are fundamental. Every member of a society, no matter what his/her economic resources, political status, or social standing, must be treated equally under the law. Legal instruments ensure the guiding principles that will guarantee equity, justice and equal opportunities for all citizens. Violators of human rights should be brought to justice. The judiciary which serves to protect just societies must be impartial, accountable and inclusive. Maintaining the security of all individuals and their living environment is paramount in creating a feeling of inclusion and an atmosphere of participation in society. The major principles of Inclusive Education are given below:

1.6.2.1 Access:

In order to encourage all-inclusive participation, there must be universal access to public infrastructure and facilities (such as, education, community centres, recreational facilities, public libraries, resource centres, with internet facilities, well maintained public schools, clinics, water supplies, health and sanitations). These are the basic services which will create, when partly or fully put into place, conditions for people to have a sense of belonging by not suffering the painful consequence of being unable to afford them. As long as both the advantaged and disadvantaged have equal access to or benefit from these public facilities and services, they will all feel less burdened by their differences in socio-economic status, thus alleviating a possible sense of exclusion or frustration. It is important to note though, that access alone does not necessarily ensure use of public facilities, as unequal relations within communities and households may inhibit the use of facilities by vulnerable groups.

Addressing the unequal power relations is therefore a necessary step to increase participation.

Similarly, equal access to public information plays an important role in creating an inclusive society, as it will make popular participation possible with well-informed members of society. Information that pertains to the society, such as what a community owns, generates or benefits from, should be made available to all. Collective participation, through accepted representations of all classes and backgrounds, in the planning, implementation and evaluation of community activities should be sought after. Publication or information sharing and increasing the accessibility of the community's activities will eliminate doubts and suspicions which could otherwise create a sense of exclusion. The mass media can be used as an effective tool to educate and enlighten members of society.

1.6.2.2 Equity:

Equity in the distribution of wealth and resources is another critical element of inclusive society. How the resources are allocated and utilized will significantly affect the orientation of a society, either towards a more integrated, inclusive society, or an exclusive, polarized, and disintegrated one. Therefore, socio-economic policies should be geared up towards managing equitable distribution and equal opportunities. Inclusive policies, instructions and programs that are sensitive to and cater to the less advantaged and vulnerable need to be put in place in all areas/ sectors, including public health, and effectively implemented. There is a need for a strong monitoring and evaluation tools to demonstrate whether inclusiveness was actually achieved, as well as highlighted the areas for improvement.

1.6.2.3 Relevance:

Inclusion in education is concerned with the quality of education of all learners. Hence, its relevance should be in terms of:

- Learners should have a voice in decisions that affect them;
- In assessment - choosing different ways of showing what they know, understand and can do, being involved in discussions about assessment information and how it can support future learning;

- In the learning process -having different ways of accessing information, making it meaningful and expressing themselves;
- In planning their learning, taking personal factors into account;
- In the provision of support to overcome barriers to learning that does not stigmatise them or separate them from their peers;
- In curriculum - having a say in relevant, meaningful, personalised outcomes;
- In evaluating the learning outcomes to ensure educational achievement and well- being.
- All learners are entitled to be active participants in the life of the school and community;
- All learners should have a sense of belonging and feel secure in the school environment;
- Learners should have opportunities for collaboration and co-operative learning, with flexible peer groups to develop social and communication skills;
- Learners should take a full part in extracurricular and out-of-school activities;

In an inclusive set up, all teachers should have positive attitudes and towards all learners of diverged ability and socio-cultural backgrounds. They should see diversity as strength and stimulus for their own learning.

1.6.2.4 Participation:

Social participation is understood as the act of engaging in society's activities. It refers to the possibility to influence decisions and have access to decision-making processes. Social participation creates mutual trust among individuals, which forms the basis for shared responsibilities towards the community and society.

Participation is most significant as it denotes an active involvement in the process, not merely having access to society's activities, but engaging in them, and building and maintaining a social network. Participation also creates a sense of responsibility towards others, a community or an institution, and influences decisions or enables individuals to have access to the decision-making processes.

Therefore, resources to fully participate in all aspects of societal activities are the ultimate step for successful social inclusion. It is not only because of lack of

financial resources that people are unable to participate, or stop participating, but also because of conditions, such as insufficient time or energy, spatial distance, lack of recognition, lack of respect, physical conditions or constraints. These elements all need to be taken into consideration.

1.6.2.5 Empowerment:

According to a recent report for the World Bank Disability Group (2011), "Education is widely seen as a means to develop human capital, to improve economic performance and to enhance individual capabilities and, in order to enjoy freedoms of citizenship." Within this context, therefore, empowerment refers - "Acquiring the awareness and skills necessary to take charge of one's own life chances. It is about facilitating the ability of individuals (and groups) to make their own decisions and, to a greater extent than hitherto, to shape their own destinies." Some educational theorists tie the concept to Freire's (1970) notion of "the collective struggle for a life without oppression and exploitation" and the expression of students' and teachers' 'voices' which can be emancipatory in different levels. This is the understanding of empowerment embedded in these guidelines.

Social transformation requires self-formation. Curriculum can play an instrumental role in fostering tolerance and promoting human rights. It is the means by which respect for the dignity of persons and awareness of responsibilities as national and global citizens are instilled in children. Such knowledge can be a powerful tool for transcending cultural, religious and other diversities and empowering teachers, students and all members of society. Furthermore, education is an important vehicle through which economically and socially marginalized adults and children can be empowered to change their life chances, and obtain the means to participate more fully in their communities.

According to the World Bank, "programs that expand the access of excluded groups to education have led to important shifts in mind-set among community members and government leaders regarding the contributions that those groups can make to society."

This is where change processes and empowerment go hand in hand to move towards inclusion for all learners.

Traditional Approach vs. Inclusive Approach:

A comparison between the traditional and inclusive approaches in education is given below:

Traditional Approach	Inclusive Approach
1. Education for some,	1. Education for all,
2. Static,	2. Flexible,
3. Collective teaching,	3. Individualistic teaching,
4. learning in segregated areas,	4. learning in integrated areas,
5. Emphasis on subject-oriented teaching,	5. Emphasis on child-centred learning,
6. Diagnostic/ prescriptive,	6. holistic
7. Opportunities limited by exclusion,	7. Equalisation of opportunities for all,
8. Disability View,	8. Curricular view,
9. Labels children disability wise.	9. Planning is made on ability levels and opposes all kinds of labelling of children.

1.7. Barriers to Inclusive Education: Attitudinal, Physical and Instructional

1.7.1 Barriers to Inclusive Education

The discussion on inclusive education started with proposition of the 'social model of disability', which proposes systemic barriers, negative attitudes and exclusion by society (deliberately or inadvertently) as the ultimate factors defining disability. This shift in the idea came when it was realized that children in special schools were seen as geographically anti socially segregated from their peers and failure of meaningfully integrating students in mainstream schools (integration). Inclusive education is not only limited to mainstreaming the learners with special needs but also concerned with identifying and overcoming all barriers to effective/continuous and quality participation in education.

While we cannot neglect the importance of inclusive education, it remains unanswered why the practice of inclusive education is presenting some problems. It appears that it is both at the level of Government policy, but rather at the level of implementation. While the policy states that all children should go to school - and

Governments are enforcing this rule - in many cases quality learning is not taking place, which is contradictory to the ethos of inclusive education. The reasons for the non-implementation of the inclusive education in India, is because of various barriers which according to Johan (2002) are both external and as well as internal. The external barriers are confronted before coming to and getting enrolled in schools, which includes physical location of schools, non-availability of school, social stigmatization or economic conditions of the learners. The internal barriers are mostly psychological barriers like self-concept, confidence etc. which are sometimes imposed by the external factors and first step to remove the internal barriers is to remove the external barriers. The following are some of the external barriers:

1.7.1.1 Attitudinal:

It has been noted that disabled students suffer from physical bullying, or emotional bullying. These negative attitudes results in social discrimination and thus, leads to isolation, which produces barriers to inclusion. Regarding disabled children some regions still maintain established beliefs that educating the disabled is pointless. It is sad to note here that these barriers are caused by our society, which is more serious to any particular medical impairment. The isolation which results from exclusion closes the doors of real learning.

The negative attitudes often develop due to lack of knowledge. Along with information about disability or condition, their requirements must be provided to peers, school staff and teachers as well. Increasing interactions between learners with special needs and community through organization of fairs, meetings, discussions etc. can play very important role to counsel the parents of these learners, especially in rural areas about the importance of providing education for developing self-reliant individuals. There is also a need to shift in perspectives and values so that diversity is appreciated and teachers are 'given skills to provide all children, including those with different learning needs with quality education. Also, at the policy level, it should be mandatory for all to educate about disability, so that a responsive individuals who respects disability could be developed.

1.7.1.2 Physical :

Along with the attitudinal barriers which are faced by the learners on the daily basis, another important barrier, is the physical barriers, which includes school buildings, playgrounds, washrooms, library, laboratory etc. Apart from this, the majority of schools are physically inaccessible to many learners because of poor

buildings, particularly in, rural areas. Since most schools are not equipped to respond to special needs poses blockage for learners in physically getting into school, many of the students require a personal assistant for such basic activities as taking personal care or remedial education efforts. Most school buildings don't respond to the requirement of these learners properly. For example, if there is a ramp, sometimes it is too steep, often the doors were too heavy for the student to open unaided which impedes the access.

Hence, it is important for implementing the inclusive education in schools, it is important to overcome such physical barriers. Along with basic changes in the architectural designs such as widening doorways, removing unnecessary doors, installing proper ramps, technology could be used in the form of motion sensors to open doors, flush toilets and automatic door buttons for easier access through doors. Voice recognition technology can also used for activating many of the above-mentioned barriers. Since, there is an inadequacy of resources available to meet the basic needs in education, it is estimated that for achieving the inclusive education goal will require additional financial support from the Governments.

1.7.1.3 Instructional :

The instructional barriers refer to the inadequacy of teaching and administrative practices carried out in ordinary schools that were chosen or are being chosen to become inclusive. The instructional barriers can be addressed by practicing the following principles: (i) Singularity - each student is unique; in this sense, the school needs to set individualized goals along with the student and/or her/his family; (ii) Multiple Intelligences - the teacher, when teaching the content of their respective discipline, needs to stimulate and use each student's entire brain; (iii) Learning style - the teacher, when planning their lessons, needs to focus on each student's learning peculiarities; (iv) learning evaluation the school needs to adopt the system based on selfhood (to compare the assessment of each student with other assessments of the same student, not of other students), on continuity (all-classes serve as evidence of learning) and on inclusiveness (assessments should help to include and not to exclude the student); (v) Coherence - the whole school needs to adopt inclusive attitudes: teachers and staff must undergo periodic training on inclusive education.

1.8 “Check Your Progress” 1 - 5

Check Your Progress - 1

1. Why is disability considered as a developmental issue of a society?

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2. Explain the significance of inclusive education.

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3. Define the concept of marginalization.

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4. Give an operational definition of inclusion.

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5. What are the important outcomes of inclusion of a society?

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Check Your Progress - 2

1. What do you mean by segregation?

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2. How the EFA programme is related with inclusive education?

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3. Explain the significance of PWD Act, 1995.

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4. State the major roles being undertaken by the RCI in developing inclusion in education.

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5. What do you mean by special school?

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Check Your Progress - 3

1. What do you mean by diversity in classroom?

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2. State the significance of diversity in learners' learning style.

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3. Explain some major characteristics of diversity in learners' linguistic ability.

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4. What is meant by socio-cultural multiplicity in the classroom?

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Check Your Progress - 4

1. Explain the concept of 'inclusive education'.

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2. What are the basic principles of inclusive education?

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3. How access is related with inclusive education?

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4. State the importance of equity in inclusion.

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5. Explain the significance of relevance in inclusive education.

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6. How is participation related with social inclusion?

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7. Why is empowerment considered as a basic principle of inclusive education?

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Check Your Progress - 5

1. What do you mean by barriers to inclusive education?

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2. Explain the attitudinal barriers to inclusion.

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3. Discuss the physical barriers to inclusive education.

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4. What ts meant by instructional barriers to inclusive education?

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1.9 Let us Sum Up

For implementing the inclusive education successfully, it is important that teachers must have positive attitudes towards learners with diverged needs. But, because of lack of knowledge, education, understanding, or effort the teachers give inappropriate substitute work to the learners, which eventually leads to learners dissatisfaction and poor quality of learning. Another important feature of the schools is high teacher-student ratios (average 1:45) and where it is expected that learners of diverse abilities have to be taught together. At the first place, there is a scarcity of trained teachers to deal with the diversity and secondly, it is very wrong to assume to deal with 45 learners with diversity. Hence, it is important to reduce the teacher-learner's ratio in the classroom, which is only possible if we have more schools with trained teachers to deal with the diversity of learners. At present, training to teachers is fragmented, uncoordinated and inadequate taking place in a segregated manner, i.e. one for special children and another for students with general capabilities; both of them are preparing teachers for the segregated schools. However, there is also an effort by SCERT, DIETs in providing ongoing training programme, which are not adequate because of various reasons. Therefore, it is important that an inclusive teacher education programme must be designed which can foster proper skills among teachers.

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