

Inclusive Education

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“Privilege is invisible to those who have it.”

– Michael Kimmel

Introduction

Inclusive Education is defined as;

a learning environment that promotes the full personal, academic and professional development of all learners irrespective of ability, race, class, colour, gender, disability, sexual preference, learning styles and language.”

Children who learn together, learn to live together

-Save the Children

Meaning of Inclusive Education

Inclusive Education as defined by NCF 2005:

- ✓ Disability is a social responsibility.
- ✓ Failure of a child is an indication of the failure of school.
- ✓ No selection procedures to be adopted for denying admission to learner with disabilities.
- ✓ Accept difference and elaborate diversity.
- ✓ Inclusive is not confined to the disabled it also means non-existence.
- ✓ Learn human rights and conquer human wrong.
- ✓ Handicap is a social construct, deconstruct handicap.

Cont...

- ❖ Make provisions and not restrictions; adjust to the needs of the child.
- ❖ Remove social, physical and attitudinal barriers.
- ❖ Partnership is our strength such as: School-community; school-teacher; teachers-children; children-children; teachers-parents; school systems and outside system.
- ❖ All good practices of teaching are practices of inclusion.
- ❖ Learning together is beneficial for every child.
- ❖ Support services are essential services.
- ❖ If you want to teach, learn from the child. Identify his strengths and not limitations.
- ❖ Inculcate mutual respect and inter-dependence.

Important Initiatives of Inclusion

- The Integrated Education for Disabled Children Scheme, 1974
- The District Education Programme , 1985
- The National Policy on Education, 1986
- The Project Integrated Education for the Disabled, 1987
- The person with Disabilities Act, 1995
- The sarva shiksha abhiyan, 2000
- The Rights of Persons with Disabilities Act, 2016
- Making all schools “disabled- friendly”-*Samagra Shiksha Abhiyan-2018.*

Inclusion in Higher Education:

- Includes institutions students and employees with disabilities.
- Process of arranging for various things, curricular, co-curricular learning activities and opportunities.
- Intersectionalities and diversities.
- Very few categories of disabilities are visible in the campus environment.

CONTEXT - CONTENT - PROCESS

(In particular Institutions of Higher Education)

- Seven categories to 21 conditions.
- Many other categories of disabilities are been in exclusion so far, in recent legislation India officially given at least, a legal vacuum and recognition for other conditions and number of disabilities is up.
- Moreover it has **changed** the way **people perceive and communicate with one another.**

Buzz of Inclusion:

- Inclusion is a difficult concept to describe because how it is defined and implemented tends to be context specific.
- Inclusion politically refers to all-encompassing access to admission, programs, events, classes, and physical spaces within the university environment.

(Armstrong et al., 2011; Lambe 2011; Ratan Sarkar 2016).

Inclusive University:

- Where all sections of people comes under one umbrella for, transitions of critical thinking and reflections.
- Universities are sites of knowledge and places for discussion, optimism of inclusiveness and equality.
- A truly inclusive campus takes a more holistic approach.
- It takes an entire campus, from administration to architecture to academics, to create a welcoming and inclusive environment.

- Inclusive campus create various structures, cells and truly look after their actual functioning.
- Not only cell for differently abled but also helps for non-disable to promote thoughts for disability
- Integration of all the faculties, departments and centres of the universities towards persons with disabilities.

(A truly inclusive campus – Holistic Approach)

It takes entire campus from

ADMINISTRATION - ARCHITECTURE - ACADEMICS

Acknowledgment of Inclusive Education

- Acknowledges that all students can learn
- Acknowledges and respects differences in students: age, gender, ethnicity, language, disability, HIV and TB status, etc.
- Enables education structures, systems, and methodologies to meet the needs of all student
- It is part of a wider strategy to promote an inclusive society.
- It is a dynamic process that is constantly evolving.

Inclusive Policies

Inclusive policies mean the provisions, entitlements, and guidelines that are stated in the national disability policies for the support of

- 1) Full participation of persons with disabilities
- 2) Equitable function of workplace
- 3) Elimination of all forms of discrimination
- 4) Facilitating diversities and Intersectionalities in the institutions of Higher Learning.

Inclusive Practices

- Inclusive practices mean viewing the context rather than the isolation of individuals.
- It is an approach to teaching that recognizes the diversities of students, in terms of language labels, approach, attitude, and treatment.
- All the day today specific operation and activities that structure how work is accomplished and how personal matters are attended to and how institutions interact with persons with disabilities one another when implementing management behaviors, attitudes or lack of consciousness about disability.

Other way around of Inclusion

- **Exclusion:** Exclusion means it is a systematic attempt and process whereby the denial of resources, rights and services for certain groups are pushed to the margins of society and prevent from participating fully by virtue of their disabilities, inabilities, poverty, and lack of education or inadequate life skills.
- This distances them from job, income and educational opportunities as well as social and community networks. They have little access to power and decision making bodies and little chance of influencing decisions or policies that affect them and little chance of bettering their standard of living. It affects both the quality of life of individuals and the equity and cohesion of society as a whole.

Language and Labels

- “the language of disability, and the definitions and symbols that attach to the societal lexicon, can be significant disablers”
- Directly associated with the concept of difference and disability discourse are the words or language that define and categorize those as different.
- Language is often reported as an instrument of exclusion. The dimensions of disabilities are as vast and as widespread as the individuals themselves.
- The specific language used to identify able-bodies and disable-bodies within the culture are so conflated that the meanings merge together.

Pedagogy and Instruction:

“When you’re designing your class and putting it together, you really need to think globally in terms of who’s going to be (your) audience, who do (you) need to reach? (There may be) younger students, non-traditional students, students from different backgrounds and different cultures...you are going to have an audience of people that come from a lot of different backgrounds, and so you want to be able to appeal to as many different levels as possible.” - **Rodney Pennemon**

Beliefs and Principles

- All children can learn
- All children attend age appropriate regular classrooms in their local schools
- All children receive appropriate educational programs
- All children receive a curriculum relevant to their needs
- All children participate in co-curricular and extracurricular activities
- All children benefit from cooperation, collaboration among home, among school, among community

(Source: From Best Practices for Inclusion, New Brunswick Department of Education, 1994)

Conclusion:

- The increasing in number of students with disabilities has raised awareness about the needs of challenges.
- Giving admission or access to university spaces are not enough, but also need same kind of hospitality, respect and acceptance of differences.
- Every student is unique in his/her own way, it depends on how we build together our spaces more accommodative for all.

- We need to transform our practices as we are not doing for disabled, but we are doing for ourselves.
- *“hum ek dusre se kaise jude”* in accommodating intersectionality and various categories of disabilities in its spaces.
- Universities need to be prepared for different levels of preparation of pedagogy, curricula and entire engineering of the ambiances for breaking the barriers and opening the doors for all.
- The need of the hour is expanding the universe of the universities from conservative model to universal design.

References

- *Best Practices for Inclusion*, (1994). New Brunswick Department of Education.

THANK YOU

