


INTRODUCTION

Any child may experience a *special need* during the course of educational years (UNESCO). Some children feel '**left-outs**' and never enter school or enter only for a few years and, as repeaters, become '**drop-outs**' or, more correctly '**pushed-outs**', without their needs having been met. These children are a vivid illustration of *the failure of schools to teach rather than the pupils' failure to learn*. A school system emphasising **Education for All** should ensure the right of all children to a meaningful education based on individual needs and abilities. (Ture Johnson 2002)



Dozens of disability have been defined and explored over the past couple of years.

TYPES OF DISABILITIES

1. **Physical Problems:** Epilepsy, Cerebral Palsy, Hearing Impairment, Visual Impairment
2. **Communication Disorders:** Speech Impairments, Oral Language Disorders.
3. **Behaviour Disorders:** Hyperactivity and Attention Disorders, Suicidal tendencies.
5. **Mental Retardation:**

A young boy in a blue shirt and backpack is the central focus, smiling and holding a black notebook with a green spine. In the background, a diverse group of students is walking in a hallway. The text "EDUCATION FOR ALL" is overlaid in red, bold, capital letters across the middle of the image.

EDUCATION FOR ALL

• Segregation

Disabled people of all ages or those learners with “Special Educational Needs” being placed in any form of segregated education setting. This tends to force disabled people to lead a separate life.

• Integration

Means disabled children or children with learning difficulties attending mainstream school. The child is accepted into the ordinary school, but is often taught in a separate classroom. The child has little or no contact with his/her non disabled peers.

PROBLEMS FACED BY THEM.....




Failure is not a single, catastrophic event. You don't fall overnight. Instead, failure is a few errors in judgment, repeated every day.
- Jim Rohn

- **Inferiority complex**
- **Lack of understanding**
- **Adjustment problem**
- **Isolated and segregated**
- **Lag behind**
- **Feeling of Extra burden**
- **Insecurity**
- **Lack of expression**
- **Introvert nature**
- **Negative approach**
- **Shyness**

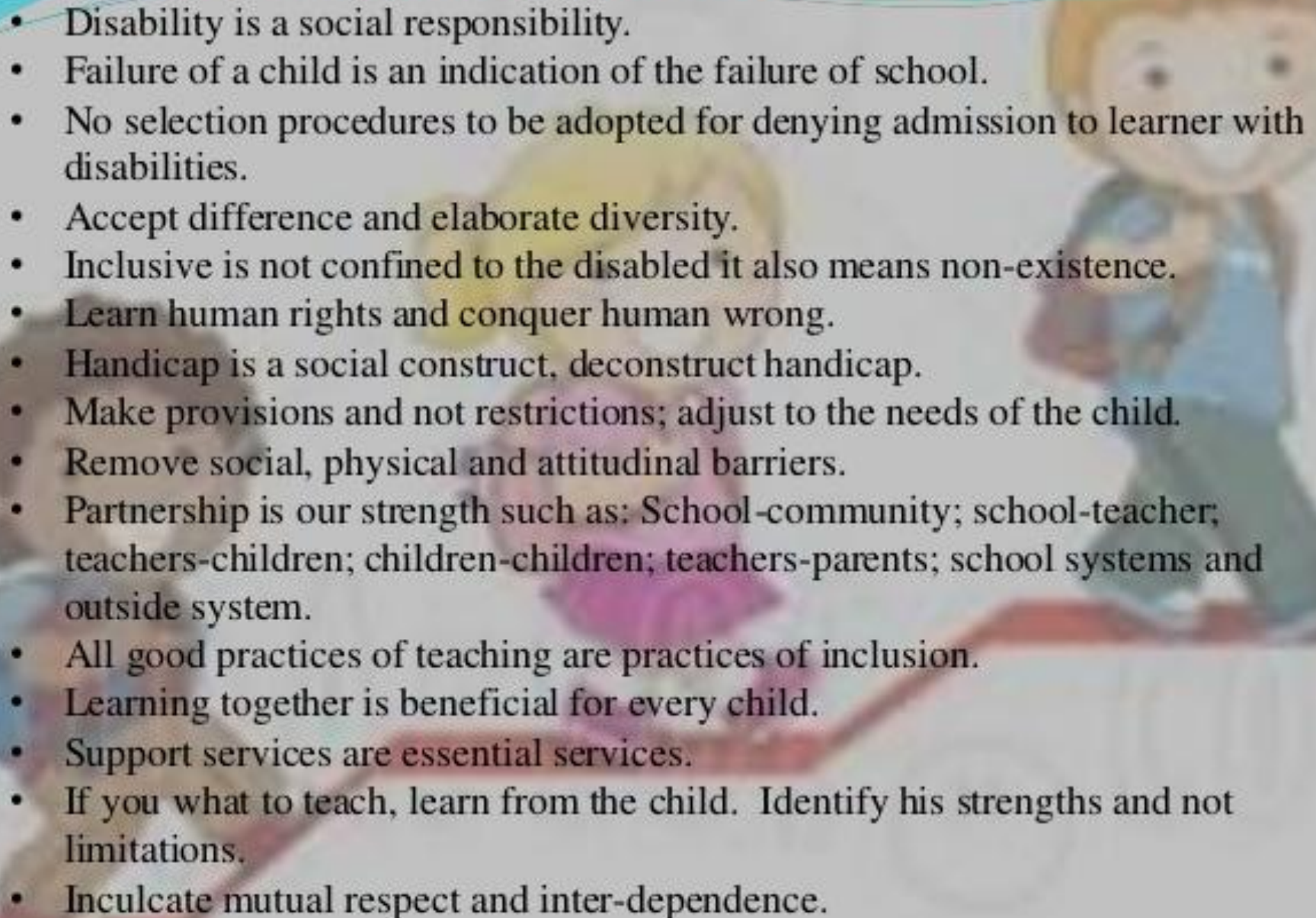
INCLUSION

- Disabled people of all ages and/or those learners with 'Special Educational Needs' labels being educated in mainstream education settings alongside their nondisabled peers, where there is a commitment to removing all barriers to the full participation of everyone as equally valued and unique individuals.
- Real concept of *education for ALL*

An illustration of four diverse children in a classroom. From left to right: a girl with blonde hair in a green shirt, a boy with dark hair in a purple shirt, a boy with dark hair in a red shirt, and a girl with red hair in a green shirt. They are all smiling and appear to be engaged in a discussion. The background shows a classroom with a chalkboard and a window. The text is overlaid on the left side of the image.

Inclusive Education (IE) is a new approach towards *educating the children with disability and learning difficulties with that of normal ones within the same roof.*

Inclusive Education as defined by NCF 2005: [9]

- 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.
 - 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.
- 

NEED AND IMPORTANCE OF INCLUSIVE EDUCATION

- ❖ To fulfill the constitutional responsibilities
- ❖ To enable children to stay with their families
- ❖ For the development of healthy citizenship
- ❖ For achieving the universalisation
- ❖ Developing feeling of self respect
- ❖ For social equality
- ❖ Self reliant



Children in remote tribal areas

Working children

Children with disabilities

And ALL other children

Thought of the year 2004
Scope of Inclusive Education
A well thought out inclusive education programme has the potential to meet the diverse educational needs of **ALL** children

Girls living in difficult circumstances

Street children

Children of migrant labourers

Children with HIV/AIDS and other chronic illness

ROLE OF TEACHER

- Interaction with family*
- To be able to solve their problem*
- To develop new learning strategies*
- To be able to develop self confidence*
- To be able to provide special facilities*
- To be able to look after their personal needs*
- To be able to recognize their hidden talents*
- To inculcate positive attitude in the able-bodied children*



BARRIERS IN INCLUSIVE EDUCATION

- *Negative approach*
- *Lack of physical facilities*
- *Lack of funds*
- *Lack of trained teachers*
- *Social discrimination*
- *Emotional problems*
- *Educational problems*
- *Attitudinal problems*
- *Inappropriate curriculum*



SUGGESTIONS...

The government have -

- to give the highest policy and budgetary priority to improve their education systems to enable them to include all children **regardless of individual differences** or difficulties.
- to adopt the principle of inclusive education, enrolling all **children in regular schools** unless there are compelling reasons for doing otherwise.
- to include the education of disabled children in **teachers training programmes**.
- to access **general education system** for the children.
- to expand the coverage to reach the **unreached population**.

DESIGN OF CLASSROOM FOR INCLUSIVE EDUCATION

- *Size of class*
- *Teaching aids*
- *Restriction of time*
- *Arrangement of light*
- *Attention to physical needs*
- *Special attention to disabled children*



SUPPORTIVE SERVICES

- Guidance and Counselling
- Physician
- Therapist
- Psychologist
- Support services of/by parents, teachers, special teachers, and community

Others

- Nurses, assistive technology, alternative materials
- Teaching aids, special provision for assessment etc

CONCLUSION

- Inclusive education responding to special needs will thus have positive returns for all pupils. *All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education.*
- It is not our education systems that have a right to a certain type of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all its children."