

INCLUSIVE EDUCATION

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ABSTRACT

Inclusion is seen as a process of addressing and responding to the diversity of all learners through increasing participation in learning community. The type of classroom environment should do as much too foster cooperation and acceptance as the teaching strategies that the counselors, teachers, parents and students ensure inclusive practice in all aspects of educational environment. Teacher should create an atmosphere of mutual respect, where students feel relaxed in asking questions and expressing their thought and feelings.

Keywords: Inclusive Education

I.INTRODUCTION

Inclusive education means that all the students attend and are welcomed by their neighborhood 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. Neighborhood schools are the heart of our communities and Inclusion BC believes they are essential for a quality inclusive education system. Therefore we believe it is important to support a public education system in BC.

II.BENEFITS OF INCLUSIVE EDUCATION

- All children benefit from inclusive education. It allows them to:-
- Develop individual strengths and gifts, with high and appropriate expectations for each child.
- Work on individual goal while participating in the life of the classroom with other students their own age.
- Involve their parents in their education and in the activities of their local schools.
- Foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences , lessening the impact of harassment and bullying.
- Develop friendships with a wide variety of other children, each with their own individual needs and abilities.
- Positively affect both their school and community to appreciate diversity and inclusion on a broader level.

- We also know that simply placing children with and without disabilities together does not produce positive outcomes. Inclusive education occurs when there is ongoing advocacy, planning, support and commitment. These are the principals that guide quality inclusive education:

All Children Belong.

Inclusive education is based on the simple idea tat every child and family is valued equally and deserves the same opportunities and experience. Inclusive education is about participating in everyday activities, just like they would if their disability were not present. It's about building friendships, membership and having opportunities just like everyone else.

All Children Learn in Different Ways.

Inclusion is about providing the help children need to learn and participate in meaningful ways. Sometime, help from friends or teachers works best, other times, specially designed materials or technology can help. The key is to give only as much help as needed.

It is Every Child's Right to be Included.

Inclusive education is a child's right, not a privilege. The Individuals with Disabilities Education Act clearly states that all children with disabilities should be educated with non-disabled children their own age and have access to the general education curriculum.

Strategies for Using Inclusion in the Classroom.

Some students in an inclusion classroom will require an adapted classroom structure. This may entail inclusion strategies such as changing certain physical structures in the classroom (such as desks) to accommodate students with physical disabilities, adjusting the seating chart so that a student with auditory problems can lip read more easily, or structuring the classroom time so that students with behavioral or learning disabilities feel more secure.

The most important adaptation you can make to classroom structure, however, is to foster a feeling of inclusion and diversity as a positive ideal in your classroom. Never condone put-downs or discriminatory remarks, encourage students to work together in diverse groups, and allow each student to shine in his or her own way.

III.ADAPTING TEACHING METHODS

In addition to changing the classroom structure, you will need to adapt your teaching methods depending on which students are included in your classroom. For example, it may be important for you to incorporate cultural experience of ELL students into your curriculum, providing tactile manipulative whenever possible, and practice concepts frequently while making sure to provide enrichment for students for who have already mastered those concepts.

When you give students material to read, you may need to pre-teach difficult vocabulary before reading or teaching about a topic. You should encourage students to preview text before reading it (and provide instructions in how to do so) . Write assignments or important points on the board, and provide extension activities for gifted students who finish reading earlier than their peers. You also may want to have different students read different amounts of the text, based on their abilities.

IV.ADAPTING CLASS WORK AND HOMEWORK

Students with varying disabilities may need adaptations to their class work or homework. Possible strategies for adapting these types of work include pairing or grouping students with various disabilities with other students who can compensate, allowing students extra time to complete class work if possible, reducing the length of the assignment for students who cannot complete the entire task, and allowing some students to demonstrate their mastery through verbal responses rather than written ones.

V.ADAPTING QUIZZES AND EXAMS

If student's reading or writing skills are weak due to their disabilities, you may want to record classes as much as possible in order to allow students to study using auditory techniques. You can also consider allowing these students to dictate their responses (especially those students with visual disabilities). In addition, you can give some students additional time to complete quizzes and exam, hold some students responsible for less material, and provide notes or outlines for those students who have difficulty taking their own notes.

One of the greatest resources for innovative inclusion strategies will be your specialist teachers. Spend time consulting with specialists daily, weekly or monthly-depending on the level of modifications needed in the classroom.

- **Peer tutoring:** In peer tutoring, a fellow student is seen to help one or more of his fellow students in their learning and development. It is quiet natural for a peer tutor to have more rapport, nearness and simplicity in relationship with his fellow students on account of their being of the same age and grade. There is no much difference in their status in respect of experience, abilities and educations status. The only difference that can be seen in a peer tutor and a fellow student is that the former know a little more or is somewhat more skilled than the later and by virtue of his nearness and acceptability can help the fellow student in more desirable way. In this regard the famous Russian Psychologist Lav Vygotsky has tried to convey through the concept of 'Zone OF Proximal Development' that a child can be helped well in getting instruction from the peers who are near to him respect of the possession of desired knowledge and results in appropriate instruction and cooperation much helpful for the success in instructional process. It is why the peer tutoring proves s better alternative from many of the students in their instruction and training in comparison to help rendered by parents, teachers and experts in this regard.

▪ **Cooperative Learning:** Cooperative learning as the name suggests stand for a learning process or learning strategy in which students are provided opportunities to learn by themselves in a group in a cooperative way. They share each and every information among themselves and help each other for having required knowledge, understanding and application of one or the other aspects of the content material, or course units included in their syllabus. It seems quite contrary to the practice of teaching –learning prevalent in our current educational system. Our ongoing classroom teaching is totally teacher dominated and content centered. Here teachers are regarded as the repositories of subject knowledge and their role is simply to pour into open, empty and willing minds of students their vast reservoir of knowledge. It encourages individual as well as competitive learning in place of group and cooperative learning. Here students are tempted to learn more in order to gain good grades, division, certificate , appreciation etc.

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