CHAPTER – I

INTRODUCTION

1.1 Special Education

Special education is the education of students with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education.

Common special needs include challenges with learning, communication challenges, emotional and behavioural disorders, physical disabilities and developmental disorders. Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, use of technology, a specifically adapted teaching area or resource room.

Intellectual giftedness is a difference in learning and can also benefit from specialized teaching techniques or different educational programs, but the term "special education" is generally used to specifically indicate instruction of students whose special needs reduce their ability to learn independently or in an ordinary classroom, and gifted education is handled separately.
In most developed countries, educators are modifying teaching methods and environments so that the maximum number of students is served in general education environments. Special education in developed countries is often regarded less as a "place" and more as "a range of services, available in every school." Integration can reduce social stigmas and improve academic achievement for many students.

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students. Implementations of these practices vary. Schools most frequently use them for selected students with mild to severe special needs.\textsuperscript{[1]}

Inclusive education differs from previously held notions of ‘integration’ and ‘mainstreaming’, which tended to be concerned principally with disability and ‘special educational needs’ and implied learners changing or becoming ‘ready for’ or deserving of accommodation by the mainstream. By contrast, inclusion is about the child’s right to participate and the school’s duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights.

Fully inclusive schools, which are rare, no longer distinguish between "general education" and "special education" programs; instead, the school is restructured so that all students learn together.\textsuperscript{[2]} Therefore, let us discuss inclusion.
1.2 Inclusion

Inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued.

Inclusive schools put the values upon which America was founded (pluralism, tolerance, and equality) into action; they ask teachers to provide appropriate individualized supports and services to all students without the stigmatization that comes with separation. Research shows that most students learn and perform better when exposed to the richness of the general education curriculum, as long as the appropriate strategies and accommodations are in place.

At no time does inclusion require the classroom curriculum, or the academic expectations, to be watered down. On the contrary, inclusion enhances learning for students, both with and without special needs. Students learn, and use their learning differently; the goal is to provide all students with the instruction they need to succeed as learners and achieve high standards, alongside their friends and neighbors.

Proponents of mainstreaming hold that students with special needs be placed in the general education setting solely when they can meet traditional academic expectations with minimal assistance. Yet, simply placing students with special needs in the regular classroom is not enough to impact learning.
Teachers in inclusive schools are asked to vary their teaching styles to meet the diverse learning styles of a diverse population of students. Only then can the individual needs of all our students will be met. Schools of the future need to ensure that each student receives the individual attention, accommodations, and supports that will result in meaningful learning.

1.3 Classification of inclusion

Inclusion has two sub-types:[3] the first is sometimes called regular inclusion or partial inclusion, and the other is full inclusion.[4]

Inclusive practice is not always inclusive but is a form of integration. For example, students with special needs are educated in regular classes for nearly the whole day, or at least for more than half of the day.[4] Whenever possible, the students receive any additional help or special instruction in the general classroom, and the student is treated like a full member of the class. However, most specialized services are provided outside a regular classroom, particularly if these services require special equipment or might be disruptive to the rest of the class (such as speech therapy), and students are out of the regular classroom for these services. In this case, the student occasionally leaves the regular classroom to attend smaller, more intensive instructional sessions in a resource room, or to receive other related services, such as speech and language therapy, occupational and/or physical therapy, and social work.[4] This approach can be very similar to many mainstreaming practices, and may differ in little more than the educational ideals behind it.[4]
In the "full inclusion" setting, the students with special needs are always educated alongside students without special needs, as the first and desired option while maintaining appropriate supports and services. Some educators say this might be more effective for the students with special needs.\[^5\] At the extreme, full inclusion is the integration of all students, even those that require the most substantial educational and behavioral supports and services to be successful in regular classes and the elimination of special, segregated special education classes.\[^5\] Special education is considered a service, not a place and those services are integrated into the daily routines and classroom structure, environment, curriculum and strategies and brought to the student, instead of removing the student to meet his or her individual needs. However, this approach to full inclusion is somewhat controversial, and it is not widely understood or applied to date.\[^6\] Much more commonly, local educational agencies provide a variety of settings, from special classrooms to mainstreaming to inclusion, and assign students to the system that seems most likely to help the student achieve his or her individual educational goals. Students with mild or moderate disabilities, as well as disabilities that do not affect academic achievement, such as using wheelchair, are most likely to be fully included. However, students with all types of disabilities from all the different disability categories have been successfully included in general education classes, working and achieving their individual educational goals in regular school environments and activities.\[^7\]

Many years ago, special classes were created for students with special needs. Special educators felt that if they could just teach these students
separately, in smaller groups, they could help them to catch up. However, the reality is that students in segregated special education classes have fallen further and further behind.\[^8\] Over time, we have learned that inclusive education is a better way to help all students succeed.

### 1.4 Alternatives

Students with disabilities who are not included are typically either mainstreamed or segregated. A mainstreamed student attends some general education classes, typically for less than half the day, and often for less academically rigorous classes. For example, a young student with significant intellectual disabilities might be mainstreamed for physical education classes, art classes and storybook time, but spend reading and mathematics classes with other students that have similar disabilities. They may have access to a resource room for remediation of course content.

A segregated student attends no classes with non-disabled students. He or she might attend a special school that only enrolls other students with disabilities, or might be placed in a dedicated, self-contained classroom in a school that also enrolls general education students.

Some students may be confined to a hospital due to a medical condition and are thus eligible for tutoring services provided by a school district.\[^9\] Less common alternatives include homeschooling\[^10\] and, particularly in developing countries, exclusion from education.
1.5 Need of Inclusive Education

The purpose of education is to ensure that all students gain access to knowledge, skills, and information that will prepare them to contribute to America’s communities and workplaces. The central purpose becomes more challenging as schools accommodate students with increasingly diverse backgrounds and abilities. As we strive to meet these challenges, the involvement and cooperation of educators, parents, and community leaders is vital for the creation of better and more inclusive schools.

The extent to which professional educators, families, and community leaders enter into a discussion on how to improve education for all our students holds the promise for the transformation of American schools from a 20th century educational system, dominated by a narrow cultural perspective, to one that reflects and values the multicultural and diverse nation that is the United States today. You can make the difference by becoming involved!

1.6 A Brief History of Inclusion

Today it is widely accepted that inclusion maximizes the potential of the vast majority of students, ensures their rights, and is the preferred educational approach for the 21st century. Unfortunately, the philosophy has not always been widely held. Our thinking and acceptance has evolved rapidly over the last century, and continues to evolve, in response to federal and state law, along with our changing social and political beliefs.

When compulsory public education began near the turn of the century, no public school programs existed for students with disabilities. Schools were
expected to be efficient assembly lines, with each class of students moving from grade to grade and, eventually, graduating from high school as productive citizens prepared to enter the workforce. Special classes, at first, did not exist. Later, they were developed as a place for students who could not meet the standards and keep pace with fellow classmates.

By the 1950s, special education public programs were available in many school districts, but some undesirable outcomes were becoming apparent. Many authorities in the field agreed that segregated special classes were not an appropriate educational setting for most students with special needs, for it was clear that educating students with special needs in isolated settings minimized, rather than maximized, their potential.

Simultaneously, the Civil Rights Movement was in its great surge, and the fights for equal rights and non-discriminatory laws were being culminated in the U.S. Supreme Court with the historic Brown Decision. In 1954, the case of Brown vs. the Board of Education established the principle that school segregation denies students equal educational opportunity. Although the decision referred to racial segregation, it began to influence our thinking about people with disabilities. The thinking went something like this: if separate is not equal, what about our children with special needs being denied the right to a free and public education, or being placed in separate, segregated, classrooms?

One of the outcomes of the Civil Rights Movement is the enactment of legislation designed to prevent discrimination against individuals with special needs, whether they are children in schools or adults in the workforce.
In the early 1970s, landmark civil rights legislation opened the door for all children with special needs to receive a free and public education, and ensured equal opportunity for students to participate in the full range of school activities.

The 1997 reauthorization of the *Individuals with Disabilities Education Act (IDEA)* specifically supports inclusive thinking and practices. IDEA calls for involving students with special needs in general education curricula, assessment practices, and classrooms. Recognizing that traditional strategies result in a lack of learning outcomes for students with special needs, relative to outcomes of comparable peers without special education labels, IDEA encourages general and special education teachers to work together for the benefit of each and every student. The Committee Report that accompanied the new law to Congress explains the legislators’ intent: inclusion is a philosophy of acceptance and flexibility.

On January 8, 2002, the *No Child Left Behind* Act was signed into law. The legislation bolsters the philosophy that the majority of students with special needs be moved out of segregated classrooms, and given the appropriate strategies, accommodations, and teaching styles to match their unique learning styles. *The No Child Left Behind* Act builds on four principles for education reform: accountability for results, doing what works based on scientific research, expanded parent options, and expanded local control and flexibility.

At a fundamental level, inclusion is really about fairness. Responding to each student based on need is the meaning of fairness. In the past schools
could hide achievement results by excluding students with special needs. This is no longer possible. *No Child Left Behind* has changed the landscape of education by shifting the focus from compliance to *outcome*; it requires us to measure the progress of *all our students* so that *every* child can realize the great promise of America.

**1.7 On inclusion and the other kids**

Inclusion is receiving considerable attention, both in school districts across the country and in the popular media. Most of the attention is focused on how inclusion affects the students with special needs. But what about the students who don’t have special needs?

**1.8 The importance of special needs for inclusion**

Studies have shown no slowdown in the learning of children without special needs in inclusive classrooms. And, surveys conducted with parents and teachers involved in inclusive settings show that they see no harm to the children without special needs and that they have positive opinions about inclusion.

The glass is half full, so in a nutshell, the research conducted thus far shows that being in an inclusive classroom doesn’t hurt the students without special needs. But does it help them? The growing body of research suggests that students without special needs can gain a number of important benefits from relationships with their classmates who have special needs. Some of the benefits include: friendships, social skills, personal principles, comfort level with people who have special needs, and caring classroom environments.
**Friendships:** The most important function of friendships is to make people feel cared for, loved, and safe. Researchers have documented cases of long-lasting friendships that have emerged between students who have special needs and typical students, in which both students benefit. Recent research has helped to identify three specific areas of mutual benefit for children with and without special needs who are friends with each other: (1) warm and caring companionship; (2) growth in social cognition and self-concept; and (3) the development of personal principles. Of course, inclusive settings do not mean that all typical children become close friends with children who have special needs. However, even when relationships remain at the level of ‘classmate’ or ‘familiar acquaintance’, versions of these same benefits have been reported in surveys of teachers and other research.

**Social skills:** Children without special needs often can become more aware of the needs of others in inclusive classrooms. As they become skilled at understanding and reacting to the behaviors of their friends with special needs, they gain an enhanced acceptance and appreciation of each child’s unique gifts. Personal Principles Students without special needs grow in their commitment to their own moral and ethical principles and become advocates for their friends who have special needs. The development of strong personal principles will benefit students throughout their lives.

**Comfort level with people who have special needs:** On surveys and in interviews, middle and high school students without special needs say they are less fearful of people who look different or behave differently because they’ve interacted with individuals with special needs. Parents notice the
differences in their children, too. An interesting side effect is that these parents report that they, also, feel more comfortable with people with special needs because of their children’s experiences.

**Caring classroom environments:** Schools and classrooms can be structured to facilitate kindness, consideration, empathy, and compassion for others. Within a caring classroom environment, students have opportunities to learn about their classmates in ways that honor the full range of experiences that each child brings to the classroom.

**1.9 Inclusive classroom practices**

As general education classrooms include more and more diverse students, teachers realize the value of accepting each student as unique. Special educators understand that effective general education practices really are appropriate for students with special needs, and general educators often turn to special educators for additional ways to teach their increasingly diverse groups of students.

Some of the specific classroom practices recommended in national reports are:

- LESS whole-class, teacher-directed instruction
- LESS student passivity
- LESS prizing and rewarding of silence in the classroom
- LESS classroom time devoted to fill-in-the-blank worksheets, dittos, workbooks, and other “seatwork”
- LESS student time spent reading textbooks and basal readers
• LESS effort by teachers to thinly “cover” large amounts of material
• LESS rote memorization of facts and details
• LESS stress on competition and grades
• LESS use of pull-out special programs
• LESS use of and reliance on standardized tests
• MORE experimental, inductive, hands-on learning
• MORE active learning
• MORE enacting and modeling the principles of democracy in school
• MORE choice for students
• MORE time devoted to reading full, original, books
• MORE deep study of a smaller number of topics
• MORE emphasis on higher order thinking skills when learning key concepts and principles of a subject
• MORE cooperative and collaborative activity
• MORE delivery of special help to students in general education classrooms
• MORE varied and cooperative roles for teachers, parents, administrators, and community members when teaching and evaluating student performance

1.10 Legal issues

The new anti-discriminatory climate has provided the basis for much change in policy and statute, nationally and internationally. Inclusion has been enshrined at the same time that segregation and discrimination have been
rejected. Articulations of the new developments in ways of thinking, in policy and in law include:

- The UN Convention on the Rights of the Child (1989) which sets out children’s rights in respect of freedom from discrimination and in respect of the representation of their wishes and views.
- The UNESCO\textsuperscript{[11]} Salamanca Statement (1994) which calls on all governments to give the highest priority to inclusive education.\textsuperscript{[12]}
- The UN Convention on the Rights of Persons with Disabilities (2006) which calls on all States Parties to ensure an inclusive education system at all levels.\textsuperscript{[13]}

For schools in the United States, the federal requirement that students be educated in the least restrictive environment that is reasonable encourages the implementation of inclusion for some students.

1.11 Frequency of use

The proportion of students with disabilities who are included varies by place and by type of disability, but it is relatively common for students with milder disabilities and less common with certain kinds of severe disabilities. In Denmark, 99% of students with learning disabilities like dyslexia are placed in general education classrooms.\textsuperscript{[14]} In the United States, three out of five students with learning disabilities spend the majority of their time in the general education classroom.\textsuperscript{[15]}
1.12 Necessary resources

Although once hailed as a way to increase achievement while decreasing costs, full inclusion does not save money, reduce students’ needs, or improve academic outcomes; in most cases, it merely moves the special education professionals out of their own classrooms and into a corner of the general classroom. To avoid harm to the academic education of students with disabilities, a full panoply of services and resources is required, including:\(^{[16]}\)

- Adequate supports and services for the student
- Well-designed individualized education programs
- Professional development for all teachers involved, general and special educators alike
- Time for teachers to plan, meet, create, and evaluate the students together
- Reduced class size based on the severity of the student needs
- Professional skill development in the areas of cooperative learning, peer tutoring, adaptive curriculum
- Collaboration between parents, teachers and administrators
- Sufficient funding so that schools will be able to develop programs for students based on student need instead of the availability of funding.

In principle, several factors can determine the success of inclusive classrooms:

- Family-school partnerships
- Collaboration between general and special educators
• Well-constructed plans that identify specific accommodations, modifications, and goals for each student
• Coordinated planning and communication between "general" and "special needs" staff
• Integrated service delivery
• Ongoing training and staff development

1.13 Common practices of inclusion

Students in an inclusive classroom are generally placed with their chronological age-mates, regardless of whether the students are working above or below the typical academic level for their age. Also, to encourage a sense of belonging, emphasis is placed on the value of friendships. Teachers often nurture a relationship between a student with special needs and a same-age student without a special educational need. Another common practice is the assignment of a buddy to accompany a student with special needs at all times (for example in the cafeteria, on the playground, on the bus and so on). This is used to show students that a diverse group of people make up a community, that no one type of student is better than another, and to remove any barriers to a friendship that may occur if a student is viewed as "helpless." Such practices reduce the chance for elitism among students in later grades and encourage cooperation among groups.[17]

Teachers use a number of techniques to help build classroom communities:
- Using games designed to build community
- Involving students in solving problems
- Sharing songs and books that teach community
- Openly dealing with individual differences by discussion
- Assigning classroom jobs that build community
- Teaching students to look for ways to help each other
- Utilizing physical therapy equipment such as standing frames, so students who typically use wheelchairs can stand when the other students are standing and more actively participate in activities
- Encouraging students to take the role of teacher and deliver instruction (e.g. read a portion of a book to a student with severe disabilities)
- Focusing on the strength of a student with special needs

1.14 Collaboration

Inclusion settings allow children with and without disabilities to play and interact every day, even when they are receiving therapeutic services. When a child displays fine motor difficulty, his ability to fully participate in common classroom activities, such as cutting, coloring, and zipping a jacket may be hindered. While occupational therapists are often called to assess and implement strategies outside of school, it is frequently left up to classroom teachers to implement strategies in school. Collaborating with occupational therapists will help classroom teachers use intervention strategies and increase teacher’s awareness about student’s needs within school settings and enhance teacher’s independence in implementation of occupational therapy strategies.
As a result of the 1997 reauthorization of the individuals with disabilities Act, greater emphasis has been placed on delivery of related services within inclusive, general education environments. [Nolan, 2004] The importance of inclusive, integrated models of service delivery for children with disabilities has been widely researched indicating positive benefits. [Case-Smith & Holland, 2009] In traditional “pull out” service delivery models, children typically work in isolated settings one on one with a therapist, Case-Smith and Holland (2009) argue that children working on skills once or twice a week are “less likely to produce learning that leads to new behaviors and increased competence.” (Case Smith & Holland, 2009, pg.419) In recent years, occupational therapy has shifted from the conventional model of “pull out” therapy to an integrated model where the therapy takes place within a school or classroom.

1.15 Selection of students for inclusion

Educators generally say that some students with special needs are not good candidates for inclusion.[18] Many schools expect a fully included student to be working at or near grade level, but more fundamental requirements exist: First, being included requires that the student is able to attend school. Students that are entirely excluded from school (for example, due to long-term hospitalization), or who are educated outside of schools (for example, due to enrollment in a distance education program) cannot attempt inclusion.

Additionally, some students with special needs are poor candidates for inclusion because of their effect on other students. For example, students with severe behavioral problems, such that they represent a serious physical
danger to others, are poor candidates for inclusion, because the school has a duty to provide a safe environment to all students and staff.

Finally, some students are not good candidates for inclusion because the normal activities in a general education classroom will prevent them from learning. For example, a student with severe attention difficulties or extreme sensory processing disorders might be highly distracted or distressed by the presence of other students working at their desks. Inclusion needs to be appropriate to the child's unique needs.

Most students with special needs do not fall into these extreme categories, as most students do attend school, are not violent, do not have severe sensory processing disorders, etc.

The students that are most commonly included are those with physical disabilities that have no or little effect on their academic work (diabetes mellitus, epilepsy, food allergies, paralysis), students with all types of mild disabilities, and students whose disabilities require relatively few specialized services.

Bowe[19] says that regular inclusion, but not full inclusion, is a reasonable approach for a significant majority of students with special needs. He also says that for some students, notably those with severe autism spectrum disorders or mental retardation, as well as many who are deaf or have multiple disabilities, even regular inclusion may not offer an appropriate education. Teachers of students with autism spectrum disorders sometimes use antecedent procedures, delayed contingencies, self-management
strategies, peer-mediated interventions, pivotal response training and naturalistic teaching strategies.

1.16 Relationship to progressive education

Some advocates of inclusion promote the adoption of progressive education practices. In the progressive education or inclusive classroom, everyone is exposed to a "rich set of activities," and each student does what he or she can do, or what he or she wishes to do and learns whatever comes from that experience. Maria Montessori’s schools sometimes named as an example of inclusive education.

Inclusion requires some changes in how teachers teach, as well as changes in how students with and without special needs interact with and relate to one another. Inclusive education practices frequently rely on active learning, authentic assessment practices, applied curriculum, multi-level instructional approaches, and increased attention to diverse student needs and individualization.

1.17 Arguments for full inclusion

Advocates say that even partial non-inclusion is morally unacceptable. Proponents believe that non-inclusion reduces the disabled students’ social importance and that maintaining their social visibility is more important than their academic achievement. Proponents say that society accords disabled people less human dignity when they are less visible in general education classrooms. Advocates say that even if typical students are harmed academically by the full inclusion of certain special needs students, that the
non-inclusion of these students would still be morally unacceptable, as advocates believe that the harm to typical students' education is always less important than the social harm caused by making people with disabilities less visible in society.[20]

A second key argument is that everybody benefits from inclusion. Advocates say that there are many children and young people who don't fit in (or feel as though they don't), and that a school that fully includes all disabled students feels welcoming to all. Moreover, at least one author has studied the impact a diversified student body has on the general education population and has concluded that students with mental retardation who spend time among their peers show an increase in social skills and academic proficiency.[21]

Advocates for inclusion say that the long-term effects of typical students who are included with special needs students at a very young age have a heightened sensitivity to the challenges that others face, increased empathy and compassion, and improved leadership skills, which benefits all of society.[22]

A combination of inclusion and pull-out (partial inclusion) services has been shown to be beneficial to students with learning disabilities in the area of reading comprehension, and preferential for the special education teachers delivering the services.[23]

Inclusive education can be beneficial to all students in a class, not just students with special needs. Some research show that inclusion helps
students understand the importance of working together, and fosters a sense of tolerance and empathy among the student body.[24]

1.18 Positive effects

There are many positive effects of inclusions where both the students with special needs along with the other students in the classroom both benefit. Research has shown positive effects for children with disabilities in areas such as reaching individualized education program (IEP) goal, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post school adjustments. Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with nondisabled peers.[25]

Several studies have been done on the effects of inclusion of children with disabilities in general education classrooms. A study on inclusion compared integrated and segregated (special education only) preschool students. The study determined that children in the integrated sites progressed in social skills development while the segregated children actually regressed.[26] Another study shows the effect on inclusion in grades 2 to 5. The study determined that students with specific learning disabilities made some academic and affective gains at a pace comparable to that of normal achieving students. Specific learning disabilities students also showed an improvement in self-esteem and in some cases improved motivation.[27]
1.19 Criticism

Critics of full and partial inclusion include both educators, administrators and parents. Full and partial inclusion approaches neglect to acknowledge the fact most students with significant special needs require individualized instruction or highly controlled environments. Thus, general education classroom teachers often are teaching a curriculum while the special education teacher is remediating instruction at the same time. Similarly, a child with serious inattention problems may be unable to focus in a classroom that contains twenty or more active children. Although with the increase of incidence of disabilities in the student population, this is a circumstance all teachers must contend with, and is not a direct result of inclusion as a concept.[28]

Full inclusion may in fact be a way for schools to placate parents and the general public, using the word as a phrase to garner attention for what are in fact illusive efforts to education students with special needs in the general education environment.[29]

At least one study examined the lack of individualized services provided for students with IEPs when placed in an inclusive rather than mainstreamed environment.[30]

Some researchers have maintained school districts neglect to prepare general education staff for students with special needs, thus preventing any achievement. Moreover, school districts often expound an inclusive
philosophy for political reasons, and do away with any valuable pull-out services, all on behalf of the students who have no so say in the matter.\textsuperscript{[31]}

Inclusion is viewed by some as a practice philosophically attractive yet impractical. Studies have not corroborated the proposed advantages of full or partial inclusion. Moreover, "push in" servicing does not allow students with moderate to severe disabilities individualized instruction in a resource room, from which many show considerable benefit in both learning and emotional development.\textsuperscript{[32]}

Parents of disabled students may be cautious about placing their children in an inclusion program because of fears that the children will be ridiculed by other students, or be unable to develop regular life skills in an academic classroom.\textsuperscript{[33]}

Some argue that inclusive schools are not a cost-effective response when compared to cheaper or more effective interventions, such as special education. They argue that special education helps "fix" the special needs students by providing individualized and personalized instruction to meet their unique needs. This is to help students with special needs adjust as quickly as possible to the mainstream of the school and community. Proponents counter that students with special needs are not fully into the mainstream of student life because they are secluded to special education. Some argue that isolating students with special needs may lower their self-esteem and may reduce their ability to deal with other people. In keeping these students in separate classrooms they aren't going to see the struggles and achievements that they can make together. However, at least one study indicated mainstreaming in
education has long-term benefits for students as indicated by increased test scores,[34] where the benefit of inclusion has not yet been proved.

1.20 Broader approach: social and cultural inclusion

As used by UNESCO, inclusion refers to far more than students with special educational needs. It is centered on the inclusion of marginalized groups, such as religious, racial, ethnic, and linguistic minorities, immigrants, girls, the poor, students with disabilities, HIV/AIDS patients, remote populations, and more. In some places, these people are not actively included in education and learning processes.[35] In the U.S. this broader definition is also known as "culturally responsive" education, and is promoted among the ten equity assistance centers of the U.S. Department of Education, for example in Region IX (AZ, CA, NV), by the Equity Alliance at ASU. Gloria Ladson-Billings[36] points out that teachers who are culturally responsive know how to base learning experiences on the cultural realities of the child (e.g. home life, community experiences, language background, belief systems). Proponents argue that culturally responsive pedagogy is good for all students because it builds a caring community where everyone's experiences and abilities are valued.

Proponents want to maximize the participation of all learners in the community schools of their choice and to rethink and restructure policies, curricula, cultures and practices in schools and learning environments so that diverse learning needs can be met, whatever the origin or nature of those needs.[37] They say that all students can learn and benefit from education, and that schools should adapt to the physical, social, and cultural needs of
students, rather than students adapting to the needs of the school. Proponents believe that individual differences between students are a source of richness and diversity, which should be supported through a wide and flexible range of responses. The challenge of rethinking and restructuring schools to become more culturally responsive calls for a complex systems view of the educational system (Michael Patton)[38], where one can extend the idea of strength through diversity to all participants in the educational system (e.g. parents, teachers, community members, staff).

Although inclusion is generally associated with elementary and secondary education, it is also applicable in postsecondary education. According to UNESCO, inclusion “is increasingly understood more broadly as a reform that supports and welcomes diversity amongst all learners.”[39] Under this broader definition of inclusion, steps should also be taken to eliminate discrimination and provide accommodations for all students who are at a disadvantage because of some reason other than disability.

- Post Secondary Transition For High School Students with Disabilities
- Mara Sapon-Shevin
- Teaching for social justice
- Mainstreaming in education
- Circle of friends (disability)
1.21 Inclusive Education in India

The Ministry of Human Resource Development has developed a Comprehensive Action Plan on the Inclusion in Education of Children and Youth with Disabilities.

The following framework of the Action Plan and list of activities has been developed as a result of the initial consultations. The plan covers the inclusion in education of children and young persons with disabilities. The different sectors to be covered in the plan are 1) Early Childhood Care and Education 2) Elementary Education 3) Secondary Education 4) Higher and Technical Education 5) Vocational Education.

The different departments at the Central level are in the process of developing their work plans. Roles and responsibilities for implementing agencies and their partners, the roles of NGOs, parents groups are also being drafted. Monitoring guidelines, success indicators etc are also being reviewed. The role of special schools, special educators and other support professionals are being assessed within the changing scenario.

It is in this regard that the current plan is being put out for feedback from a larger group for inputs. While appreciating general comments on the activities listed, the Ministry would especially welcome specific suggestions on the areas that need to be prioritized, good inclusive practices that are happening around the country and any details that have been overlooked. The plan needs to be seen as a work in progress and your suggestions will help the Ministry develop a framework for the inclusion of learners with
disabilities in mainstream educational settings in the country. This will be supported by adequate funding through a revised Inclusive Education for Children and Young Persons with Disabilities (IECYD) Scheme.

The need for inclusive education arises precisely because it is now well understood that most children with disabilities can, with motivation and effort on the part of teaching institutions, become an integral part of those institutions. The government is committed to providing education through mainstream schools for children with disabilities, in accordance with the provisions of the Persons With Disabilities Act, 1995. Non-specialist schools, whether at the elementary, secondary or higher levels can, with appropriate support within the education community adapt themselves to work with children with disabilities. Worldwide there is a conscious shift away from special schooling to mainstream schooling of education for children with disabilities. It should, and will be our objective to make mainstream education not just available but accessible, affordable and appropriate for students with disabilities. I also believe that if we make our schools accessible to children with disabilities, we will also be improving the quality of education for all children, a key objective of the Sarva Shiksha Abhiyan.

The main objectives of the Action Plan will be

- To ensure that no child is denied admission in mainstream education.
- To ensure that every child would have the right to access an Aanganwadi and school and no child would be turned back on the ground of disability.
• To ensure that mainstream and specialist training institutions serving persons with disabilities, in the government or in the non-government sector, facilitate the growth of a cadre of teachers trained to work within the principles of inclusion.
• To facilitate access of girls with disabilities and disabled students from rural and remote areas to government hostels,
• To provide for home based learning for persons with severe, multiple and intellectual disability,
• To promote distance education for those who require an individualised pace of learning,
• To emphasize job-training and job-oriented vocational training, and
• To promote an understanding of the paradigm shift from charity to development through a massive awareness, motivation and sensitization campaign.

Under this plan, the first level of intervention will be through the Integrated Child Development Services Programme. The ICDS Programme reaches out to all children in the age group of 0-6 years. The Anganwadi workers will be trained to detect disabilities early at an early stage by the Department of Women and Child Development, which will use the training modules prepared for this purpose by the National Institute of Public Cooperation and Child Development (NIPCCD) and other such agencies with the inputs of the Ministry of Social Justice & Empowerment. ICDS workers will be trained to motivate parents of children with disabilities. The ICDS Programme itself will provide for supplementary material to be used in the centers. We look to the collaboration of the State Governments in
strengthening this new dimension to the ICDS Programme. In addition under the National Rural Health Mission, the Community Health Worker (CHW) will also be imparted training on early identification and intervention methods for all children at risk.

Our Constitution provides for free and compulsory education of all children up to 14 years. My Ministry is separately working on legislation on this subject. Through our Action Plan we will monitor the enrolment in schools of disabled children. The Sarva Shiksha Abhiyan provides for district based educational planning and implementation for all children of the age group 6 to 14 years. It will be ensured that district level plans focus on all aspects of the education of children with special needs, including enrolment, support through assistive devices and the availability of trained teachers. Appropriate Special Schools in the non-governmental sector would increasingly become resource centers to assist with teacher training and supply of training material, and ensure retention of enrolled children with disabilities within the mainstream schools. These resource centers will support non-formal education as also home-based learning activities. Under the Sarva Shiksha Abhiyan State Governments are given ‘earmarked’ funds for undertaking special activities aimed at every single identified child with special needs. Utilisation of these funds will be closely monitored. We hope that these concerted efforts will lead to the coverage of all children with disabilities as part of the universalisation of education up to 14 years.

The Persons with Disabilities Act, 1995 provides for access to free education in an appropriate environment for children with disabilities till they
attain the age of 18 years. The educational needs of disabled persons between the ages of 14 and 18 will be covered through a range of interventions including a Revised Plan for Inclusive Education of Children and Youth with Disabilities (IECYD) at an enhanced outlay of Rs. 1,000 Crores. Whereas under the Scheme of Integrated Education for the Disabled Children (IEDC) as it stands at present, children with disabilities are placed in a regular school without making any changes in the school to accommodate and support diverse needs, the revised IECYD will, in contrast, modify the existing physical infrastructure and teaching methodologies to meet the needs of all children including Children with Special Needs.

The Persons with Disabilities Act, 1995 further provides for 3 % reservation in all institutions receiving funds from Government for persons with disabilities. The implementation of these provisions in educational institutions will be taken up as a priority activity under the Action Plan. The fulfillment of the reservation in schools admissions will however not be a criterion for denial of admission of other children with disabilities.

All the schools in the country will be made disabled friendly by 2020 and all educational institutions including hostels, libraries, laboratories and buildings will have barrier free access for the disabled. Special attention will be given for the availability of Study material for the disabled and Talking Text Books, Reading Machines and computers with speech software will be introduced progressively in addition to an adequate number of Braille books. An adequate number of sign language interpreters, transcription services and a loop induction system will be introduced for the hearing handicapped
students. Taking into account the special transportation needs of disabled college students, Universities will be encouraged to introduce Special shuttle services for the disabled.

To support the entire process of inclusive education we are also required to address issues of curriculum and pedagogy. The NCERT is addressing this issue and has set up a group under the National Curriculum Framework Review to examine the pedagogic inputs and class room reorganization required for the education of Children With Special Needs.

Sensitizing teachers to the requirements of Children with Special Needs will be ensured by regular in-service training of teachers in inclusive education at the elementary and secondary level. In addition a Disability element in the syllabus of pre-service courses such as B.Ed., M.Ed will be strengthened. Towards this end, an MOU has been signed between the National Council for Teachers’ Education (NCTE) and the Rehabilitation Council of India leading towards a convergence so as to ensure that all teachers and other resource persons will be enabled to address the diversity of children in the classroom to ensure enrollment and retention

Selected schools will be converted into a Model Inclusive Schools in order to demonstrate what is necessary and possible; this exercise will then be extended to schools across the country.

Suitable trades and training institutions will be identified for vocational education of the disabled with the help of NCERT and other training
mainstream institutions, and the Ministries of Labour, Rural Development and Urban Employment and Poverty Alleviation.

To provide a special focus on disabled students in higher education, all universities will have a Disability Coordinator who will act as a one stop shop for the disabled students and assist them in all their needs. The UGC will assist all universities to establish a separate Department of Disability Studies including modules on foundations of inclusion and on inclusive practices, research and discourse. We also propose to set up a Chair of Disability Studies in the Central Universities, in different Departments as appropriate. We will also examine the possibility of affiliating our leading national institutes working in the area of disabilities with an apex University.

The National Institutes and Special Schools that exist all over the country would enhance their capacities to match the demand that is placed on them by the Ministry of Human Resource Development. The Ministry of Social Justice and Empowerment will put in place a phased programme of transition for the Special Schools, enabling them to draw on their huge experience in working with children with disabilities and act as agents of change in all schools and to be external partners on physio, rehabilitation and speech therapy, and support on aids/devices.

The Ministry of HRD will assume nodal responsibility to monitor, guide, facilitate and coordinate the new Action Plan. The Ministry will also be responsible for making an assessment of the additional funds required and for making the appropriate recommendations in this regard. A person/ persons with deep experience of inclusive education practices will be nominated to the
Central Advisory Board of Education (CABE) and will, in addition, assist the MHRD and ensure proper implementation of the new action plan. The Ministry will also devise methods to make the implementation of the Action Plan transparent, measurable and accountable and will involve non-governmental experts in monitoring this area of work.

1.22 Need for the Study

Education is the core of equality and empowerment. Though the right to education and to equality of educational opportunities is guaranteed by the Constitution of India, it is disturbing to find that more than half of the population of children and youth with disability are denied these rights and do not receive adequate schooling in an appropriate environment. Most of these out of school children with disability are those who are refused admission in the neighborhood schools where all other children of their village go to study. Usually, the major reasons for not granting admission to these children in mainstream schools are that “we do not have enough resources for these children” or “they should be going to only special schools specially made for these type of children”. The message from the school system is loud and clear. The society assumes that the future of children with disability is worth less than that of other children. In addition, many parents of children with disability, not being aware of the developments in this field lose hope for the future of their children. They prefer to sit back and accept their fate without pushing matters any further. We all know that receiving good education gives way to opportunities to achieve. While education is important for all, for the children with disability getting a good education can be a matter of survival.
High quality education for all children is only possible if the system is able to provide meaningful curriculum, effective teaching by trained teachers and adequate support for each student. Too many children with disability have fallen victims to an education.

The purpose of the study is to find out the extent of implementation of Inclusive education in Primary and Secondary Schools of Visakhapatnam and to identify the barriers to learning as observed by teachers and parents.

1.23 Title of the Present Study

The present study is entitled as “Implementation of Inclusive Education in Primary and Secondary Schools of Visakhapatnam – Identification of Barriers to Learning”.

1.24 Chapterisation

The study is consisted with five chapters. The first chapter deals with introduction where, inclusive education and its importance in India has been discussed in the previous paragraphs. The chapter two deals with review of related studies, where the earlier literature connected with the present study has been presented. The research methodology is defined in the chapter three where the need and significance of the study, objectives, hypothesis, tool of the study, data collection, statistical tool used for data analysis, limitations and population and sample of study with profile of study area have been discussed. The data analysis and interpretation has been presented in Chapter four and the summary, findings and suggestions are discussed in the fifth chapter.
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