

IMPACT OF INCLUSIVE EDUCATION ON STUDENTS

GEETA

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ABSTRACT

Teachers' perspectives are heavily influenced by the school's culture and leadership. Positive attitudes among educators are more common at institutions that actively foster an environment where every student is respected and encouraged. In contrast, schools that place less emphasis on diversity may unintentionally encourage instructors to hold prejudiced views toward children with disabilities because they lack the resources to help them. Access to funding is also crucial for providing inclusive education. The attitudes of educators toward students with disabilities are affected by the availability of appropriate materials and tools, including assistive technology, extra support personnel, and modified lesson plans. Teachers may get frustrated and unpleasant when they are unable to meet the needs of children with disabilities due to a lack of resources. Teachers' ability to work together effectively is also vital. Teachers, special educators, and support personnel frequently need to work together to provide an inclusive curriculum. Positive attitudes are more common among teachers who work in a cooperative setting, where they may divide up the work and discuss how to best meet the needs of their students. Teachers' perspectives on disability and inclusion may also be influenced by prevailing cultural norms. Teachers may absorb the societal stigmas and biases towards students with disabilities, resulting in misunderstandings and unfavorable attitudes toward these students.

KEYWORDS: Inclusive Education, Students, school's culture, Teachers' ability

INTRODUCTION

The purpose of this study is to investigate the range of teacher views on inclusive education, to investigate the reasons that

shape those perspectives, and to analyze the ways in which those perspectives affect the actual delivery of inclusive education in regular classrooms. By learning more about



how educators feel, we can develop a system that supports the growth of talent in all students, regardless of their socioeconomic status or family's socioeconomic status.

Students in inclusive schools have internalized the principles of diversity, tolerance, and equality upon which the United States was built. They demand that all kids be given the specialized attention they need without the stigma of being set apart from the rest of the student body. Most pupils benefit academically by being immersed in the mainstream curriculum, according to studies. Sometimes, inclusion breeds insecurity and resentment. In fact, inclusion improves education for both kids with and without disabilities. The purpose is to provide each student the guidance they need to become an independent learner and achieve high standards, with the confidence to work with their peers and adults in the community. The goal of inclusive education is to help every student feel valued, supported, and protected in the classroom so that they may reach their academic and personal potential. Founded on a set of principles that prioritize the well-being of the students, it encourages students to work together and feel like they belong at school

so that they may get the most out of their time there in every way possible. The communities and schools will benefit from hearing about these events. Inclusive education is implemented in school communities that respect and celebrate individual differences and work to improve the academic and personal growth of every student. The goal of inclusive education is to ensure that all students have access to high-quality educational opportunities. A truly humane society can't be built without inclusive education as its cornerstone.

Inclusive Education

Having all of a community's children attend the same school is a key component of inclusive education. Here, adjustments need to be made so that all pupils feel welcome at school. That's why the term "inclusive education" refers to the practice of integrating students with varying abilities into regular classroom settings so that they may learn alongside their peers and reach their full academic potential. Lipsky and Gartner (1996, 1999) give a useful definition of inclusive education by stating that it is achieved when children with disabilities are fully integrated into age-appropriate classrooms in local



neighborhood schools with the help of suitable additional aids and support services. According to Antia et al. (2002), the term "inclusion" refers to a student with a disability who is accepted into and participates fully in a typically-functioning classroom, school, and community. They contrasted this approach with others, such as integration or mainstreaming, which give the disabled student the position of an outsider and provide them limited access to a normal classroom in exchange for their primary membership in a separate class or resource room. Meijer (2003) reviewed 28 European countries and categorized their approaches to educating students with special needs into three categories: one-track (including nearly all students in the general education curriculum), multi-track (offering a range of services between general education and special needs education), and two-track (offering two separate educational systems). The one-track strategy is the primary emphasis of this chapter.

kids with disabilities have long been the primary focus of inclusive education, but in recent years the focus has shifted to include all kids who may be at a disadvantage. Earlier, Skrtic (1996) suggested that

schools should satisfy the needs of all its students without any classifications, not only those with disabilities, in order to provide an inclusive education. This broader understanding of inclusive education was recently articulated at the meeting of the forty-eighth session of the UNESCO International Conference on Education, held in Geneva in November 2008, where it was recognized that inclusive education is an ongoing process aimed at providing quality education for all while respecting diversity and the various needs, abilities, characteristics, and learning expectations of the students and communities, eliminating exclusions and fostering inclusion.

As long as adequate techniques and adjustments are in place, kids learn and perform better when exposed to the depth of the general education curriculum. There is never a moment when inclusive education calls for a less rigorous curriculum or lower academic standards. Instead, inclusion improves education for individuals with and without disabilities. While each student is unique in their learning style and application of knowledge, it is everyone's shared objective to get the best possible education and graduate with their peers



having met or exceeded challenging academic requirements. The goal of inclusive education is to provide a learning environment in which all students, regardless of their background or ability, may thrive. It's founded on a set of principles that prioritizes the welfare of students and aims to foster community, a sense of belonging, and increased engagement in class and extracurricular activities, as well as constructive relationships with classmates and faculty. Communities and schools alike will teach and uphold these principles. Inclusive education is implemented in school communities that respect and celebrate individual differences and work to improve the academic and personal growth of every student. All students have access to a wide variety of public and community-based activities and services that are used to implement inclusive education. Education that welcomes all students is crucial to building a welcoming community in New Brunswick.

The Origin of Inclusive Education

There are three primary points of discussion when defining inclusive education. Several authors argue that equal access to education

should be a fundamental principle. Christensen (1996), for instance, contended that special education pupils' human rights were violated when they were excluded from or segregated from mainstream school. Just as Lipsky and Gartner (1996, 1999) argued, recognizing the right to an inclusive education as a result of the equal protection of the law would greatly benefit a democratic society. Slee (2001) agrees, arguing that inclusive education is all about the cultural politics of safeguarding students' rights as citizens. The UNESCO Salamanca Statement (1994) emphasizes the same point. The current educational system, according to Oliver (1996), who writes from a disabled person's perspective in the United Kingdom, has failed disabled students because it has not prepared them to exercise their rights and responsibilities as citizens, while the special education system has effectively excluded them from both the educational process and wider social life. In this way, he saw education and social inclusion as two sides of the same coin.

Second, in designing educational programs for students with disabilities, the focus must shift from the individual's impairments to the social context, with a unified education system committed to providing quality



education for all students (Meijer's (2003) one-track approach). Skidmore (2002), an English writer, makes a similar argument, arguing that educators use two opposing "pedagogical discourses"—the "discourse of deviance" and the "discourse of inclusion"—in their classrooms.

These differ in a variety of respects, including educators' perspectives on student educability, reasons for student failure, and pedagogical approaches. In contrast to the division and distinction that have characterized the evolution of mass schooling, he claimed, the rhetoric of inclusion offers a new perspective on the connection between schooling and society. This second argument was also made by Slee (2001), who argued that while schools have been tasked with include more and more students, they have also become more adept at using stratification and exclusion strategies. Slee, too, was concerned that inclusive education might lead to students being absorbed into the general population.

Thirdly, it is argued that there is insufficient evidence to conclude that some subsets of kids learn differently, and that there is no clear demarcation between the features of students with and without impairments.

There is no justification for making special accommodations for these pupils (Lipsky and Gartner, 1996, 1999).

Indian scenario:

Ninety percent of India's estimated 40 million children aged four to sixteen who have physical or mental impairments were not included in regular school until the 1990s. Because of inhumane school administrations and overprotective parents of handicapped children, the vast majority of them are homeless through no choice of their own. They have long opposed include children with special needs in schools around the country. Children with disabilities should be granted priority admission to elementary and secondary schools in India, since this would be consistent with the Constitution's emphasis on social justice and equality. Only around 5% of disabled kids attend regular classrooms. Nine-tenths of them are left out in the cold. Since these children have been ignored for so long, it is critical that we identify effective strategies for helping them reach their full potential.



Legislation and Policy:

Everyone has the right to equality of position and opportunity, as stated explicitly in the Preamble of India's Constitution (26 November, 1949). The right to labor, education, and public aid in special conditions such as disability is protected under Article 41 of the Directive Principles of the Indian Constitution. In addition, all children up to the age of 14 are guaranteed the right to a free and obligatory education in accordance with the provisions of Article 45. The Constitution (86th Amendment) Act of 2002 was passed as a result, guaranteeing all children aged 6 to 14 the right to an education. Also, the preamble to the 93rd Amendment to the Constitution of India (now renumbered as the 86th) makes it clear that all children, including those with disabilities, between the ages of 6 and 14 are entitled to free and compulsory education from the government. This amendment was passed by the Lok Sabha on November 28, 2001. The inevitable result of such enabling laws and regulations is that crucial loose ends are not closed.

National Level Policy

Kothari Commission 1964-66

The Indian Education Commission (1964–1966) was the first to recommend that disabled children's schooling should be structured according to more than just altruistic considerations. Little had been done, according to the commission's assessment, despite the constitutional mandate on compulsory education for all citizens, including children with impairments. The Commission emphasized that special education should be "an inseparable part of the general education system," and it emphasized the importance of integrated education as a means of achieving this goal because it saves money and helps children with and without disabilities learn to understand each other.

National Policy on Education 1986

The Indian Parliament officially endorsed the National Policy on Education in 1986. The policy's Para education for the handicapped places a premium on eliminating inequalities and creating a level

playing field in terms of access to learning.

Possible responses to this situation include:

- a. Students with moderate disabilities, including those who have difficulty walking, shall be educated alongside their typically developing peers wherever possible.
- b. Hostels and special schools for seriously disabled children shall be made available as close as feasible to each district's administrative center.
- c. Vocational education for the handicapped will be provided, and proper accommodations will be established.
- d. Teacher training programs will be refocused, especially for elementary school educators, to address the unique challenges faced by students with disabilities.
- e. Every effort shall be made to support volunteers working to further the education of people with disabilities.

National policies for Persons with Disabilities (2006)

This aims to establish conditions in which people with disabilities have access to equal opportunities, protection of their rights, and full engagement in society, acknowledging that they are vital human resources for the nation. The policy's primary concern is.

- a. Prevention of Disabilities
- b. Rehabilitation Measures
- c. Women with Disabilities
- d. Children with Disabilities
- e. Barrier free environment
- f. Issues of Disability Certificate
- g. Social Security
- h. Promotion of NGO
- i. Research and Sports Recreation and cultural life.

The Salamanca Statement included India as a signatory. With this in mind, on 21 March 2005, India's Minister of Human Resource Development Sri Arjun Singh told the Rajya Sabha that the Ministry of Human Resource Development (MHRD) has

developed a detailed action plan for the Inclusive Education of Children and Youth with Disabilities. In compliance with the PWD Act, 1995, the government has pledged to ensure that all children with disabilities have access to a quality education via regular public schools by the year 2020. A new strategy for Inclusive Education of Children and Youth with Disabilities (IECYD) has been implemented, allocating 10 billion rupees toward meeting the needs of impaired people aged 14–18. There were a total of 20.14 million CWSN identified in 2005–06, and the Project Approval Board allocated Rs.187.79 Crores for this subcomponent. Until the unique educational requirements of children with physical and mental impairments are met, the Indian government's goal of universal elementary education (UEE) would remain unfulfilled.

Elements of Inclusion

Sailor and Skrtic (1995) list the following elements in their definition of inclusion:

- All children with varying abilities should be able to attend the same schools as their non-disabled peers.
- Inclusion of students with a wide range of abilities in school and classroom settings, reflecting the demographics of the district as a whole.
- Zero rejection and heterogeneous grouping.
- Age-and grade - appropriate placements of children with diverse abilities.
- Site-based coordination and management of instruction and resources.
- Effective schools style decentralized instructional model.

Principles of Inclusion

- Below are sarva shiksha Abhiyan's recommended principles of inclusion.
- All teachers and staff members should treat all pupils with respect and show them that they care.
- Teachers, with the right preparation and resources, should be able to operate within a collaborative framework to cater to the requirements of each and every one of their pupils.

- The impact of disability on pupils, and the consequences for inclusion, vary from one person to the next.
- A child's ability to be put in an inclusive environment also depends on their familial and societal situations.
- Every student should be given the chance to tackle real problems, make responsible decisions, and work together with others.
- others, and participate constructively in a wide range of educational, developmental, academic, non-academic, inter- and intrapersonal activities.
- These concepts cannot be put into action without consistent community backing, extensive planning, training, and assessment.
- Every kid with a handicap need a specially designed classroom.
- As such, the following must be remembered if inclusion is to be understood properly.

Features of an Inclusive School

Key qualities which may be included in every inclusive school are not identified based on study of the condition of special and inclusive education and the recording of inclusive model practices. An inclusive education has the following characteristics:

Breaking down barriers - Policy is ideologically based on the human rights model.

Some of the obstacles that made it hard for handicapped people to fully participate in society. Because of this, attention has switched to the spatial layout of surroundings. For instance, the human rights model considers how schools are accessible in terms of both physical access and pedagogical practices when dealing with students who have been legally designated as an educable.

Equality and non-discrimination-

Nondiscrimination and fair distinction are the cornerstones of equality. Disabled people may benefit greatly from adhering to the idea of distinction. If there is a legitimate and objective explanation for a difference in treatment between persons, then there is no discrimination. Equal



treatment goes much beyond just eliminating prejudice.

Reasonable accommodation

Accommodation is a method to a more inclusive society, but it must be reasonable for the organization providing it. Accessibility refers to the incorporation of steps deemed necessary and suitable to ensure a person with a handicap is able to fully participate in, and benefit from, society.

Accessibility It's the standard by which products and services are judged on whether or not they are accessible to people of varying physical abilities.

Equal participation and inclusion The human rights approach places the person at the center of any and all choices that have an effect on them. It prioritizes the requirements for assistance programs and guarantees that disabled people's autonomy and freedom of choice are respected.

Freedom For this method to work, the state must take an active role in removing barriers to liberty and ensuring that people with disabilities are able to fully exercise their rights. Disabled students should be treated fairly by all schools and

organizations. It is hoped that the drive for change will come from the basic rights to education, which will encourage more children with special needs to attend mainstream schools.

Inclusive Education in terms of Benefits to Students, Teachers and Society

All students benefit from inclusive classrooms because they are able to learn from one another and develop the dispositions, abilities, and values essential to our societies. Students with and without special education needs benefit from inclusion when it is well implemented, as shown by increased positive attitudes, improved academic and social skills, and better preparedness for life in the community. Academic, social, and vocational segregated placements are harmful to kids, therefore the advantages of inclusive schools become even more apparent when compared to the negative impacts of exclusion. Separated classrooms promote an illusory feeling of isolation rather than freedom and competence. The mental and emotional health of the students may suffer if they are educated apart from the rest of the community. The child's drive



to study suffers as a result of this low self-esteem. Teachers in an inclusive system gain expertise via in-depth discussions with colleagues and extended periods of practice in the classroom. Teachers benefit emotionally and professionally by engaging in peer consultation and cooperation, and their students benefit academically as a result. Educators are given more leeway in inclusive classrooms. Teachers participate in the decision-making process, engage in ongoing professional development, and stay abreast of developments in their professions via a variety of means. After being exposed to inclusive education in action, instructors' initial unfavorable attitudes dramatically shift. The social ideal of equality is the primary motivation for creating more welcoming classrooms for all students. We are all created equal, notwithstanding our differences. The two are not comparable, though. When compared to segregation, inclusion reaffirms the value of celebrating and appreciating individuality. We must learn from history and not repeat it. We need educational institutions that encourage tolerance, mutual respect, and teamwork among students. When all children may attend school, diversity is celebrated and

equality is fostered. When pupils are singled out for exclusion at school, prejudice is reinforced and often persists into adulthood, leading to greater social friction and dehumanizing competitiveness.

CONCLUSION

Educators may benefit from more honest dialogue and teamwork if they study other perspectives. Teachers are more likely to learn from one another and have fruitful interactions when they are aware of the diversity of viewpoints held by their peers. The knowledge gained as a group might inspire new approaches to teaching that are more welcoming to diverse students. The study's results may be used to shape inclusive education strategies. By understanding the difficulties educators confront, policymakers will be better equipped to craft measures to provide the necessary facilities, materials, and personnel. Successful inclusive education approaches may be spread with the help of an increased awareness of the positive attitudes held by certain educators. The school's ethos and culture may be traced back to its teachers. The degree to which schools are promoting an inclusive culture may be gleaned through a study of students'



perspectives on diversity and inclusion. School administrators may use this data as a roadmap for fostering communities that appreciate and respect all students. Research in this area may advance through the examination of teachers' perspectives on inclusive education. In this way, it has the potential to contribute to the continuous growth and refinement of inclusive education policies and practices by inspiring more research into certain facets of inclusive practices, teacher training approaches, or interventions to overcome obstacles.

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