

Children with Special needs in Inclusive Education System: Inclusion or Exclusion

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Abstract

This descriptive research paper is based on the study conducted on children with special needs in an inclusive school environment of Delhi Govt. The main objective of this research is to understand the discriminative behaviours and practices towards the children with special needs in inclusive education system. In this paper descriptive method was used to draw in light on inclusive educational practices in inclusive school. This paper is a part of Ph.D. in Education entitled, "Understanding nature of Discrimination through the voices of the marginalized: A study with reference to children with special needs".

Keywords: Children with special needs (CWSN), Inclusion, Exclusion, Discrimination, Mainstream.

Introduction

Across India, children with special needs confront discrimination in schools and society. The research is about, how inclusive schools fail to give suitable accommodations to CWSN. How school helps them to overcome obstructions related to their disabilities, when children with special needs are in mainstream schools (IE). Where they just keep on to face difficulties, discrimination in providing equal opportunities and exclusion from the educational activities related to school's curriculum and co-curriculum. Although a significant number of CWSN is out of the schools, receive no education at all.

After "inclusion"- making mainstream education barrier free and accessible for children with special needs is a key element in realizing the "Right to Education" for all. The convention on the rights of persons with disabilities (CRPD), the latest international human rights treaty, mandates that state "ensure an inclusive education system at all levels." To give effect to CRPD, the RPWD act-2016 passed and implemented in India.

Aforesaid RPWD Act-2016 lays down the principles of non-discrimination, full participation and inclusion in society for empowerment of people with disabilities. The government made a promise to the objective of inclusion in all educational institutions recognised and supported by the state of central government. The act protects people with disabilities from all types of discrimination, abuse, exploitation and violence.

The Indian government has taken significant steps to promote the rights to CWSN. Internationally, it was supportive of the development and adoption of the CRPD. Locally, it passed the laws on the protection and rights of CWSN as various guidelines on disability. Government has promised more noteworthy funding for the education of CWSN and has made strides for example waiving miscellaneous school expenses under RTE act-2009 upto the elementary classes to encourage their access to education.

However, a more intensive glance at education of CWSN reveals a grimmer picture. As per the census 2011 official data, over 41% of disabled population, above the age of 7 year are illiterate. In India population of disabled persons are 2.68 crore, which is 2.21% of total population. The Government of India is going to arrive at the objective of primary education to all children. However, the image significantly changes if the data are disaggregated to focus on the enrolment rates for CWSN. Bars to enrolment, drop out and rejection from schools, lack of information about the educational provisions and facilities, lack of adequate support in schools, inconvenience and barriers to reaching school are the main reasons for the enrolment-gap.

Discrimination against special needs children penetrates all levels of education in the mainstream education system. Schools now and then deny for enrolment convincing the guardians to remove their children out of the schools with a variety of arguments. Schools here and there place conditions on guardians, for example – necessitating that they go with their children and permit to study in the schools. While Indian laws and guidelines contains provisions prohibiting discrimination based on disability. The provisions are regularly neglected to absolutely define discrimination and there isn't outline effective redress mechanisms.

In practice the mainstream education system (schools) is set up so that the teacher's emphasis is on students without special needs. It is the child having special needs, who is expected to adopt to the system. Teachers find that the weight of supporting children with special needs rests totally on their shoulders, as they are given the little support to ascertain reasonable accommodations in classroom. There is no staff support to help the teachers, who regularly need to teach enormous classes of 50 to 80 students..Attitude of Special Educators towards Electronic Learning (Sharma, S & Das, A.K. 2019), Inclusion Practices of School Management Committees (SMCs) In Secondary School for Students with Learning Difficulties (Sharma, S & Sarkar, B. 2019), Vocational Training on Behavioural Skills in Mild Intellectually Disabled Person: An Empirical Study (Sharma, S & Das, A.K. 2017), Effect of Spiritual Attitude of Parents of Mentally Challenged Children (Sharma, S & Das, A.K. 2017), Accessible technological devices for people with disabilities: Divyangjan (Sharma, S & Kumar, S. 2017), Use of CAI in Special Education: An Approach Towards children With Mental Retardation (Sharma, S & Kumar, S. 2016), Children with Special Needs and their Educational Aspirations (Sharma, S & Dilbag, 2015) are the various references which describes in one or another way of the requirement of inclusion for CWSN.

Objective of the Study

The main objective of this paper isto understand the discriminative behaviors and practices towards the children with special needs in inclusive education system.

Training for school teachers

Training for preparing teachers in inclusive schools is little funding and limited to ensure that such schools are satisfactorily resourced to teach CWSN. There isn't incentive for school teachers to offer help to CWSN in light of the fact that doing so doesn't affect their presentation appraisals or possibilities for advancements. Subsequently, many children having special needs literally find themselves sitting in classrooms without having option to follow the educational plan. This prompt bombing execution and declining certainty, which just fortifies the impact of existing separation.

The plan "Samagra shiksha" ensure inclusive and equitable quality education at all level of school education, extending from pre-school to class twelfth for school education.

Move to open school system

A large no of children with special needs drop out of school or move to open school or privet schools. Some of the drop out children never came back to education in any type of school education.

They start to work for earning, which expose failures of school education system. Children with special needs rarely stay in school after being fail two times in secondary or sr. secondary classes as data of govt. schools shows. Those who aspire to do so they have to join NIOS the system of open schooling, which is a scheme to keep them out from the mainstream. Mostly class teachers assigned for this, to reinforce them to move towards open schooling. Teachers identify these students and enrol them in NIOS. In actual, it's a relief for the teacher's teaching in CBSE board classes in reference of board result, which can influence their QI and class result too. It was found that mostly teacher near about 65% respond that the children with special needs should be enrolled in NIOS if he/she failed in 9th class once or twice. Teachers replied that they are not able to teach them with common students. CWSN have special needs and training to teach them through that specific methods and techniques not given to them in their service period.

Obstructers in inclusive education

Due to presence of different levels and grades of children in classroom, there is huge difference in educational experiences of CWSN in school. Which does not help much in reducing inequality?

Thus, inequality created through education causes discrimination and differentiation towards CWSN. Our education promotes differentiation and education system based on differentiation and inequality does not helps in inclusion of CWSN in inclusive school.

Defective evaluation system

In school education, the examination system is used as a powerful tool of intimidation and blackmailing. The children, those failed the examination is held completely responsible. No accountability for education system is fixed. Education for a child means passing the exam and the teachers' goal is to prepare the child for this in a mechanized manner to pass the exams. In addition, faulty assessment system hinders proper inclusion of the child. Faulty evaluation system acts as a sieve by nurturing the child in certain subjects. Thus, hindering the inclusion in education.

Examination oriented system

Examination-oriented education system performs a hidden role as a tool to push children out, due to fear of examination and disaffection, a large number of CWSN drop out of the education system. The only child responsible for the failure of the examination is taken into account. Methods of teaching-learning, teaching-learning materials, school atmosphere, premises should be equally accountable, but nobody takes notice of it. In fact, apart from the child, the education system is also responsible for the failure of the exams; the school system also fails to achieve the goals in reference of CWSN. In the

evaluation system, there should be an investigation to check what the child comes in addition to all these. The areas of learning are limited to traditional subjects in evaluation and individual diversity is violated very well, tradition skills are ignored, which plays an important role in teaching-learning of CWSN.

Reaching the school

The achievement of various projects for more than two decades is particularly highlighted by the fact that a large number of elementary level schools have been opened. The particular under the Sarva Shiksha Abhiyan claims have been made to achieve the extent of running primary school at a distance of 1Km and upper primary school at a distance of 2 Km. Despite this, we still cannot dice that we have made all the arrangements for inclusion of CWSN in education system, Physical, economic and health reasons are that obstacles, which enable them to reach the school. These basic obstacles which will not be overcome will not be possible to achieve the goal of inclusion of the children with special needs. It is a matter of serious concern. It is more important than the school's reach to the child, the child reaches the school.

School curriculum

The traditional pattern is dominant in the planning and implementation of the school curriculum. In the light of NCF-2005, text is prescribed but there are still flaws. Such as, the content of school subjects is not related to the child's own environment and the child is not obsessed with the process of knowledge creation. The school curriculum has been unable to establish a solid relationship between school experiences and daily life of a child. As the gap between school experience and life increases the risk of exclusion of CWSN. Text, examples, images mostly reflect the urban middle class. This affects the learning process of the children with special needs. Not only this, but it also affects self-belief identity of child, it causing inferiority complex towards their culture.

Teacher's attitude towards the identity of CWSN

If the teachers are not sensitive towards the identities of CWSN, if he has a hay attitude towards a particular group of children (CWSN), then the child's attitude towards the society, school, culture changes and often he starts humming himself, starts understanding himself inferior. If the school environment is uncomfortable, unsafe humiliating, infuriating for the child then the risk of exclusion from the education system increases. It is also a harsh truth that such stares go with the staged class and children with special needs. They adopt the process of exclusion made by calling themselves misfit in school.

Conclusion

Therefore, in conclusion we can say that it is impossible to achieve the goal of inclusion in education without eliminating the basic factors which inhibit inclusion of CWSN in school and education system.

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