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A STUDY OF ROLE OF PARENTS AND TEACHERS IN PROMOTING THE PRACTICE OF INCLUSIVE EDUCATION

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ABSTRACT

We all want to see our kids going towards success which is only possible through the good and proper education. Every parent tells their kids from childhood about the importance of education in future. Better education is very necessary for all to go ahead in the life and get success. It develops confidence and helps building personality of a person. School education plays a great role in everyone's life. If we will talk about differently abled students of primary level education played an important role in their life and their parents and teachers also playing an important role in this type of education which we called inclusive education. "Inclusive education means developing and designing all schools, classrooms, programs and activities so that all students learn and participate together. Schools that are inclusive are those in which all students, regardless of preconceived notions of ability, are welcomed to, and learn together in, heterogeneous classrooms.. They are all considered to be valued as equal members of the school population and as such have access to all programs and services offered.

KEY WORDS: *Inclusive education, Heterogeneous classrooms, preconceived notions, Differently abled.*

INTRODUCTION

Education in today's world is undoubtedly the most powerful too ignite the young minds and guide the young generation .At a time when our society is fast evolving, it is sound education that builds the young generation with knowledge and values and empowers them to dream big.

For a society, Development and education go hand in hand, no society can make progress and transform itself without investing in educating its citizens. The base for which is laid with elementary or primary education. It is for this reason all 189 members nations of United Nations committed to achieving the millennium development goals(MDGs).The second MDG pledges to achieve universal primary education.

In last five years, Uttar Pradesh has made giant strides in the fields of primary education. With a literacy rate of approximately 70 percent and 35million school going children ,Uttar Pradesh has ensure that around 93 percent of children are enrolled in school.

Today the state has 122,000 schools, 300,000 teachers and 100,000 para-teachers to take care of the needs of the students at primary and upper primary.

The Indian constitution has made the provision for free and compulsory education for all children until they complete 14 year of age in article 45 of the directive principal of state policy. The government has also formulated policies to provide education for all, the priority being on free and compulsory elementary education, with special emphasis on coverage of children with special needs, vocationally training, women's education and education of socially disadvantaged sections. Unfortunately, the result has not been Commensurate with the targets. Nevertheless, efforts are on through a three-pronged strategy concentrating on all aspects of elementary education, secondary education and adult education.

The highest number of disabled persons is from the State of Uttar Pradesh. Nearly 50% of the disabled persons belonged to one of the five States namely Uttar Pradesh (15.5%), Maharashtra (11.05%), Bihar (8.69%), Andhra Pradesh (8.45%), and West Bengal (7.52%).

After independence, the Indian Constitution directed the state to ensure provision of basic education to all children up to the age of 14 years. The education of people with disabilities was, however, not explicit in the early

constitutional provisions except for guaranteeing similar rights for people with disabilities as other members of society.

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 becoming 'ready for' accommodation by mainstreaming. By contrast inclusion is about the child's right to participate and the schools duty to accept. The concept of inclusion in education for children and young persons with disability covered:

- Primary Education
- Secondary Education
- Special Education
- Inclusive Education

Inclusive education

When UNICEF talk about inclusive education, we mean real learning opportunities within the regular school system for groups who have traditionally been excluded, such as children with disabilities and speakers of minority languages. If they are segregated into special schools, children with disabilities do not get a fair educational chance and are further isolated from their societies.

Teachers Role in Inclusive education

Teachers play a pivotal role in mainstreaming inclusive education. The literature on inclusive education is undisputed about no matter how excellent the educational infrastructure might be, how well articulated educational policy might be, how well resourced a program might be, effective inclusion does not take place until regular classroom teachers deliver relevant and meaningful instruction to students with disabilities.

Parents as Partners in Inclusive Education

A common goal of parents and educators is that children with special need benefit from the school experience. Educators consider the student's special learning needs to create learning opportunities with those needs in mind. Children with life-long disabilities need educational opportunities that are appropriate for their age and abilities.

Parents and teachers working together are the very best support for children. Together they can ensure children acquire as many necessary skills to be successful in life as it possible. Parents know their children best. They know their likes and dislikes, their strengths and needs, their abilities and challenges. This information shared with teachers is invaluable when developing an educational plan for the child. Being as a parent it is important that they stay involved in all aspects of the decision making that goes on during their child's education. This ensures that parents can make a positive impact in their child's years at school.

In India, a childhood education status signifies two extremes. On one hand there are millions of young children belonging to poor and disadvantaged communities (especially rural and girl children) constituting nearly 40 per cent of first class entrants who never complete primary school. On the other hand there are millions of children who are enrolled in public schools and have access to best education system in the best possible environment.

Further, in the case of government primary schools, teachers' absence from schools, poorly qualified teachers, high student-teacher ratios, inadequate teaching materials and

outdated teaching methods results in a low quality of education, which results in high drop-out ratios. The most important aspect of the approach is the attitude of the teacher, which should be that learning is a form of play, which fosters the blossoming of the child's natural development.

Children with Disabilities

- Children with disabilities are the most vulnerable group and need special attention. The Government would strive to:
 - 1. Ensure right to care, protection and security for children with disabilities;
 - 2. Ensure the right to development with dignity and equality creating an enabling environment where children can exercise their rights; enjoy equal opportunities and full participation in accordance with various statutes.
 - 3. Ensure inclusion and effective access to education, health, vocational training along with specialized rehabilitation services to children with disabilities.
 - 4. Ensure the right to development as well as recognition of special needs and of care, and protection of children with severe disabilities.

BACKGROUND

A significant relation between inclusive education and role of parents and teacher and due to lack of proper training and co-operation among teachers as a barriers to promoting inclusive education.

OBJECTIVES OF THE STUDY

1. To prepare the socio-economic profile of the respondents.
2. To identify the running practice performing by the special schools to promote the Inclusive Education
3. To identify the barriers for practice of inclusive education at early childhood level
4. Find out the role of teachers in promoting inclusive education
5. To identify the role of parents in promoting inclusive education

METHODOLOGY

The study in this paper is based on review of primary data method or survey method. The data has been collected by accessing the role of parents and teachers in promoting the practice of inclusive education with differently abled students of primary level.

REVIEW LITERATURE

As per Census 2011, in India, out of the 121 Cr population, about 2.68 Cr persons are 'disabled'. In an era where 'inclusive development' is being emphasized as the right path towards sustainable development, focused initiatives for the welfare of disabled persons are essential. This emphasizes the need for strengthening disability statistics in the Country.

Literacy rate in Uttar Pradesh has seen upward trend and is 67.68% as per 2011 population census.

As per the latest Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6-14 were enrolled in schools.

Related Act

- Indian Policies of Education, Employment and Rehabilitation for Persons with Disability:

- National Education Policy (1968)
- National Policy on Education, (1986)

DISABILITY FIVE YEARS PLANS

First Five-Year Plan: This witnessed the launching of a small unit by the Ministry of Education for the visually impaired in 1947. Subsequently, a training center for adults with visual impairments was established.

Second Five-Year Plan: Under the Ministry of Education, a National Advisory Council for the Physically Challenged started functioning to advise the central government on issues concerning education, training and employment of the disabled.

Third Five-Year Plan: Attention was given to rural areas. To facilitate the training and rehabilitation of the physically challenged, the government formulated policies around some services:

- Planning employment exchange for the physically challenged;
- Teaching and provision of work facilities in the home itself or neighborhood for those who are not mobile;
- Provision of recreation facilities for the physically challenged;
- At least three per cent of job reservations and job facilities made available for the physically challenged.

Fourth Five-Year Plan: More emphasis was given to preventive work for people with visual, speech and hearing impairments. National centers for the physically challenged were instituted to serve as demonstration projects in various parts of the country and provide necessary training facilities.

Sixth Five-Year Plan: National policies were made around provision of community-oriented disability prevention and rehabilitation services to promote self-reliance, economic independence and social integration of the differently able in the community, and comprehensive primary health care.

National/apex-level institutes set up

- National Institute for the Visually Handicapped (1982), an autonomous body in Dehradun
- National Institute for the Orthopedically Handicapped (1982), Calcutta
- Ali Yavar Jung National Institute for the Hearing Handicapped (1983), Mumbai
- National Institute for the Mentally Handicapped (1984), Hyderabad
- National Institute of Rehabilitation, Training and Research (1984), Orissa
- Institute for the Physically Handicapped (1976), Delhi
- Rehabilitation Council of India (1986), Delhi. Converted into a statutory body under the Rehabilitation Council of India Act 1992. One objective is to prescribe minimum standards for education and training of various categories of professionals dealing with people with disabilities.

EDUCATION OF PERSONS WITH DISABILITIES

It will be ensured that every child with disability has access to appropriate pre-school, primary and secondary level education by 2020. Special care will be taken to -

1. Make schools (building, approaches, toilets, playgrounds, laboratories, libraries etc.) barrier free and accessible for all types of disability.
2. Medium and method of teaching will be suitably adapted to the requirements of most disability conditions.
3. Technical/ supplementary/ specialized system of teaching/learning will be made available within the school or at a common center easily accessible to a cluster of schools.
4. Teaching/learning tools and aids such as educational toys, Braille/talking books, appropriate software etc. will be made available. Incentives will be given to expand facilities for setting up of general libraries, e-libraries, Braille-libraries and talking books libraries, resource rooms etc.
5. National Open School and distance learning programmes will be popularized and extended to other parts in the country.
6. Sign language, Alternative and Augmentative Communications (AAC) and other modes as a viable medium in inter personal communication will be recognized, standardized and popularized.
7. Schools will be located within easy traveling distance. Alternatively, viable travel arrangements will be made with the assistance of the community, State and NGOs.
8. Parent-Teacher counseling and grievance redressal system will be set up in the schools.
9. There will be separate mechanism to review annually the intake and retention of the girl child with disability at primary, secondary and higher levels of education.
10. Many children with disabilities, who cannot join inclusive education system, would continue to get educational services from special schools. Special schools shall be appropriately re-modeled and re-oriented based on technological development. These schools will also help prepare children with disabilities to join mainstream inclusive education.
11. In some cases due to the nature of disability (its type and degree), personal circumstances and preferences, home-based education will be provided.
12. Course curriculum and evaluation system for children with various disabilities shall be developed keeping in view their capabilities. Examination system will be modified to make it disabled friendly by exemptions such as learning mathematics, learning only one language, etc. Further, facilities like extra time, use of calculators, use of Clarke's tables, scribes etc would be provided based on the requirement.
13. Model Schools of Inclusive Education will be set up in each State/ U.T to promote education of persons with disabilities.
14. In the era of knowledge society, computers play very important role. Efforts will be made so that every child with disability gets suitably exposed to the use of computers.
15. Children with disabilities up to the age of 6 years will be identified and necessary interventions made so that they are capable of joining inclusive education.

16. Educational facilities will be provided in psychosocial rehabilitation centers for mentally ill persons.
17. Many schools discourage enrollment of students on account of their disability due to lack of awareness about the capabilities of disabled persons. Programmes will be taken for sensitization of teachers, principals and other staff members in all schools.
18. Special Schools presently being supported by the Ministry of Social Justice & empowerment will incrementally become resource centers for inclusive education. Ministry of Human Resource Development shall open new special schools depending upon the requirement.
19. Adult learning/ leisure centers for adults with severe learning difficulties will be promoted.
20. Three percent reservation for persons with disabilities in admission to higher educational institutions shall be enforced. Universities, colleges and professional institutions will be provided financial support to establish Disability Center to take care of educational needs of students with disabilities. They will also be encouraged to make classrooms, hostels, cafeterias and other facilities in the campus accessible to students with disabilities.
21. Include a module in induction and in-service training programmes of teachers on issues relating to management of children with disabilities

CONCLUSION

The study is to enable children to stay with their family and developing the feeling of self-respect for social equality and in primary schools which are providing inclusive education and doing efforts to develop qualities in disabled children that they can integrate into mainstream and to aware the parents about their important role play by them in children education.

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