

## A STUDY OF PROGRAMMES OF INCLUSIONS ADOPTED BY SECONDARY SCHOOL IN MUMBAI

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### Introduction:

**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. Implementation of these practices varies. Schools most frequently use them for selected students with mild to severe special needs.

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. Inclusion gives students with disa schools expect a fully included student to be working at or near grade level, but more skill they can use in and out of the classroom.

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### 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 21<sup>st</sup> 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.

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 flights 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, segregate ,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 practice. IDEA calls for involving students with special needs in general education curricula, assessment practices, and classrooms. On January 8, 2002, the No Child Let 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 style.

#### **Selection of students for inclusion:**

Educators generally say that some students with special needs are not good candidates for inclusion. 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 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.

**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.

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.

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.

**Criticism:**

Critics of full and partial inclusion include 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.

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.

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

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.

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 , from which many show considerable benefit in both learning and emotional development.

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.

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, where the benefit of inclusion has not yet been proved.

#### **Benefits of Inclusive Education:**

Benefits of inclusion for students with disabilities

1. Friendships
2. Increased social initiations,relationships and networks
3. Peer role models for academic, social and behaviour skills.
4. Increased achievement of IEP goals
5. Greater access to general curriculum.
6. Enhanced skill acquisition and generalization.
7. Increased inclusion in future environments.
8. Greater opportunities for interactions.
9. Higher expectations.
- 10.Increased school staff collaboration.
- 11.Increased parent participation.
- 12.Families are more integrated into community.

#### **Benefits of inclusion for students without disabilities:**

1. Meaningful friendships.
2. Increased appreciation and acceptance of individual differences.
3. Increased understanding and acceptance of diversity
4. Respect for all people

5. Prepares all students for adult life in an inclusive society.
6. Opportunities to master activities by practicing and teaching others.
7. Greater academic outcomes.
8. All students needs are better met , greater resources for everyone.

**Need of the study:**

- To study the need of inclusion in education
- To create awareness about inclusion

**Objectives**

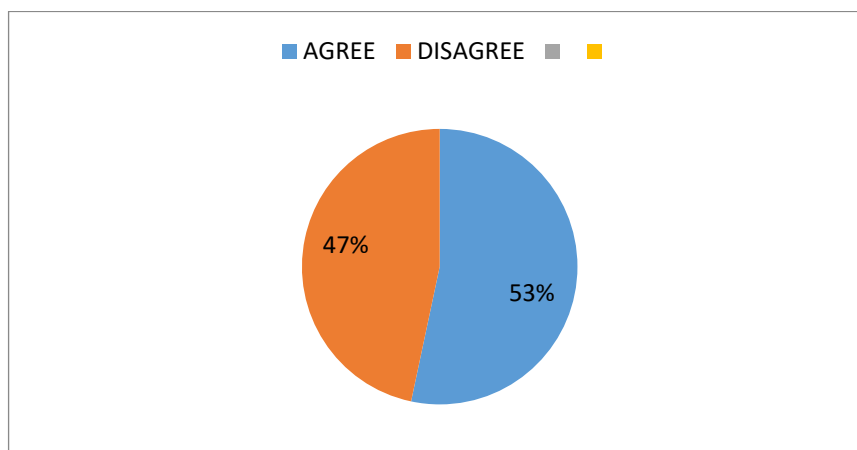
- To acquire knowledge of inclusion
- To develop understanding about inclusion
- To avail benefits of inclusion

**A Study of Programmes of Inclusions in Secondary Schools Analysis of Data:**

**1. Viewpoints about inclusive education?**

Sr. no.	Options	No. of responses	Percentage
1	Agree	8	53.33
2	Disagree	7	46.67
Total		15	100

**Pie-Diagram Showing Viewpoints Regarding Inclusive Education**



**Interpretation:**

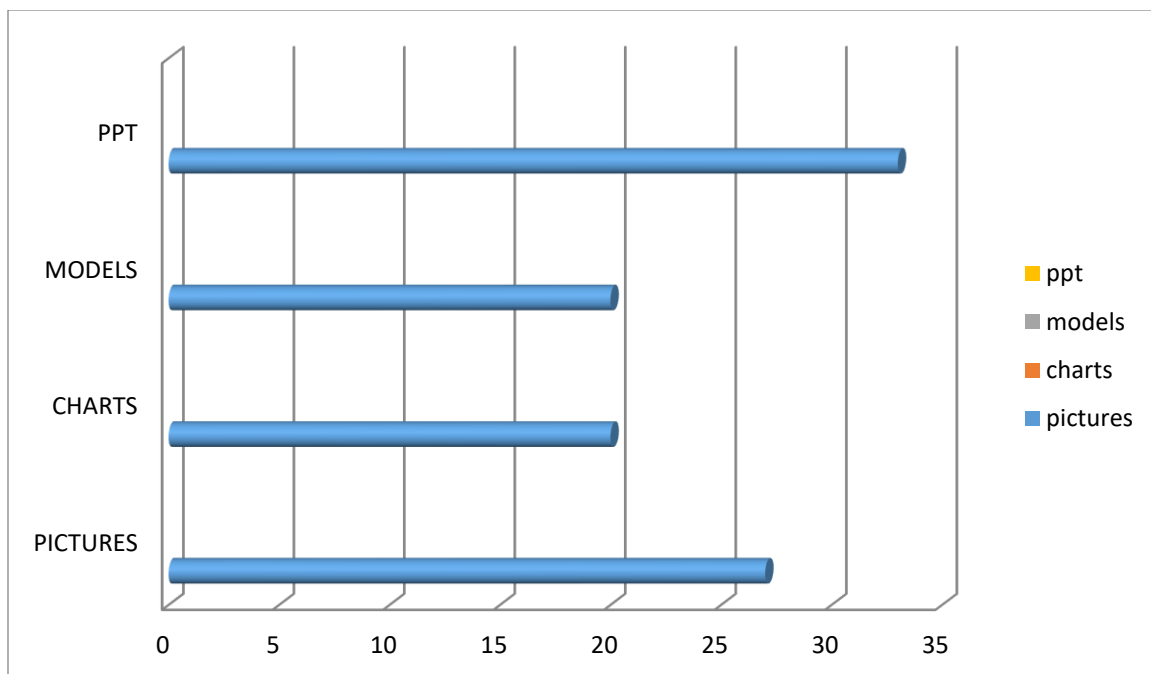
53% of teachers agree with concept of inclusive education whereas 47% of teachers were against the concept of inclusive education.

**Conclusion:**

Thus, from above table we can conclude that more than half of population agrees with inclusive education.

**2. Teaching methodologies that suits in inclusive education?**

Sr. no	Options	No: of responses	Percentage
1	Pictures	4	27
2	Charts	3	20
3	Models	3	20
4	PPT presentation	5	33
total		15	100



**Interpretation:**

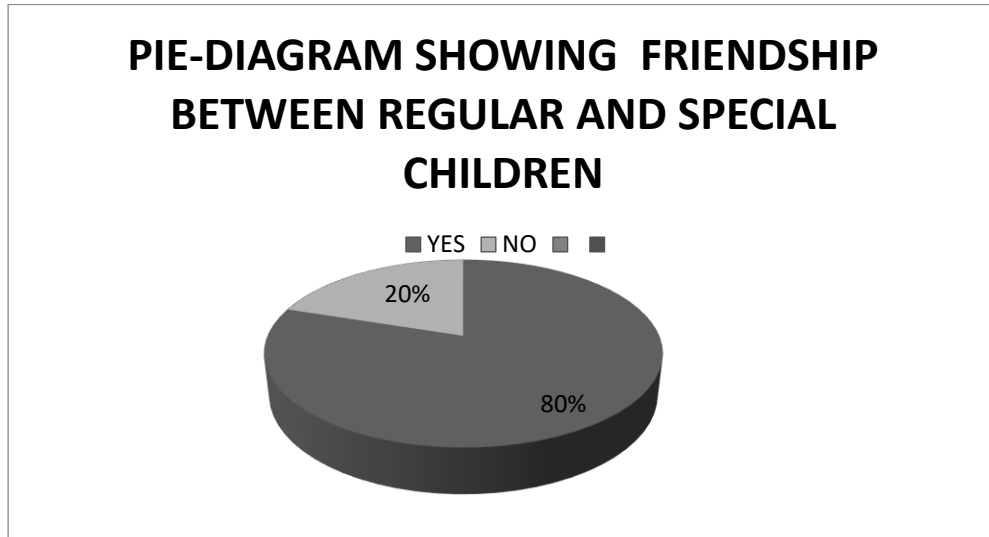
33% of population would like to use ppt presentation in inclusive education, 27% like to use pictures and 20% for both charts and models.

**Conclusion:**

Thus, we can say that most of teachers prefer to use modern technology ie; PPT presentation than opting for pictures, charts and models.

**3. Will there be friendship between special and regular students?**

Sr. no.	Options	No: of responses	Percentage
1	Yes	12	80
2	No	3	20
Total		15	100

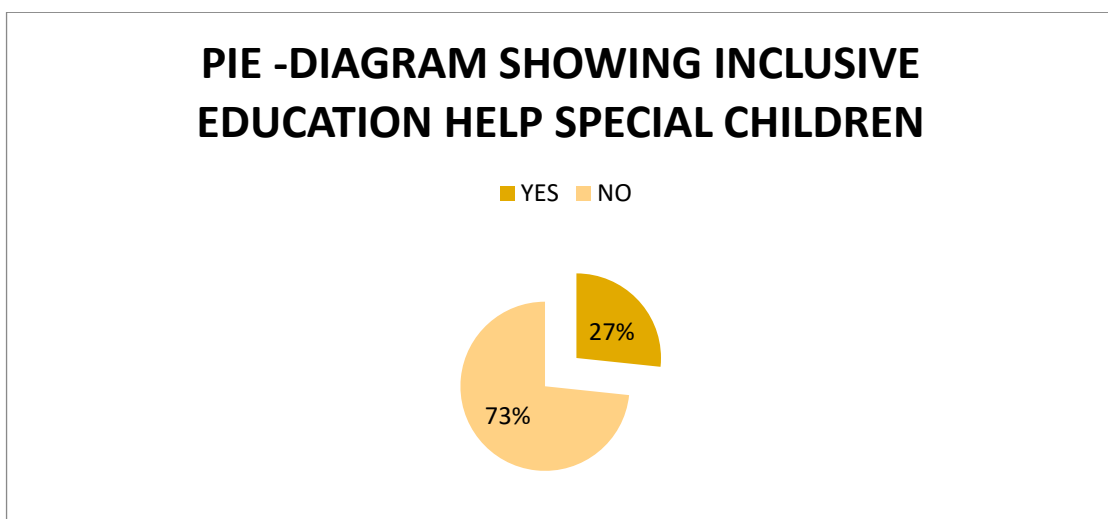


**Interpretation:** 80% of teachers said there will be friendship between special and regular students whereas only 20% said there will be no friendship between special and regular students.

**Conclusion:** Thus, we can say there will be say there will be friendship between regular and special children.

**4. Will inclusive education help the special children?**

Sr. no.	Options	No: of responses	Percentage
1	Yes	4	27
2	No	11	73
Total		15	100



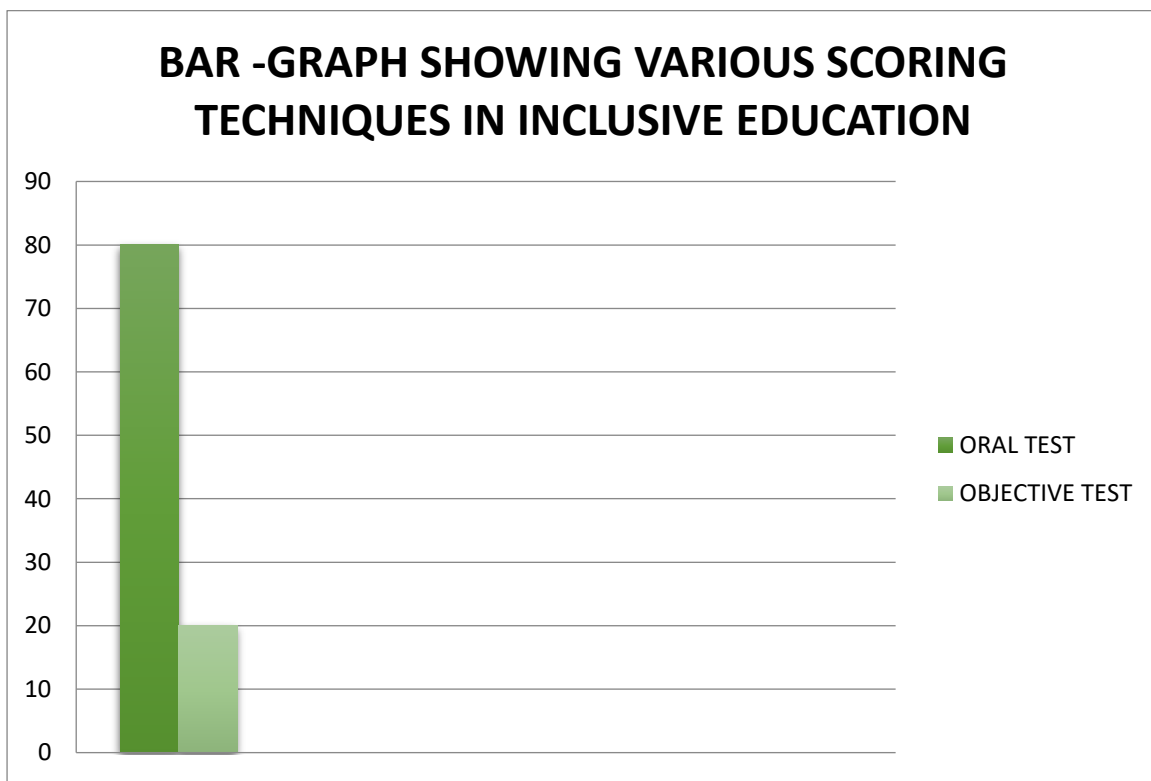
**Interpretation:**

73% of teachers said inclusive education will not help special children whereas only 27% said inclusive education help special children.

**Conclusion:** Hence, we can say that inclusive education will not much help special children.

**5. What can be the various scoring techniques in inclusive education?**

Sr. no.	Options	No: of responses	Percentage
1	Oral test	12	80
2	Written(objective)test	3	20
Total		15	100

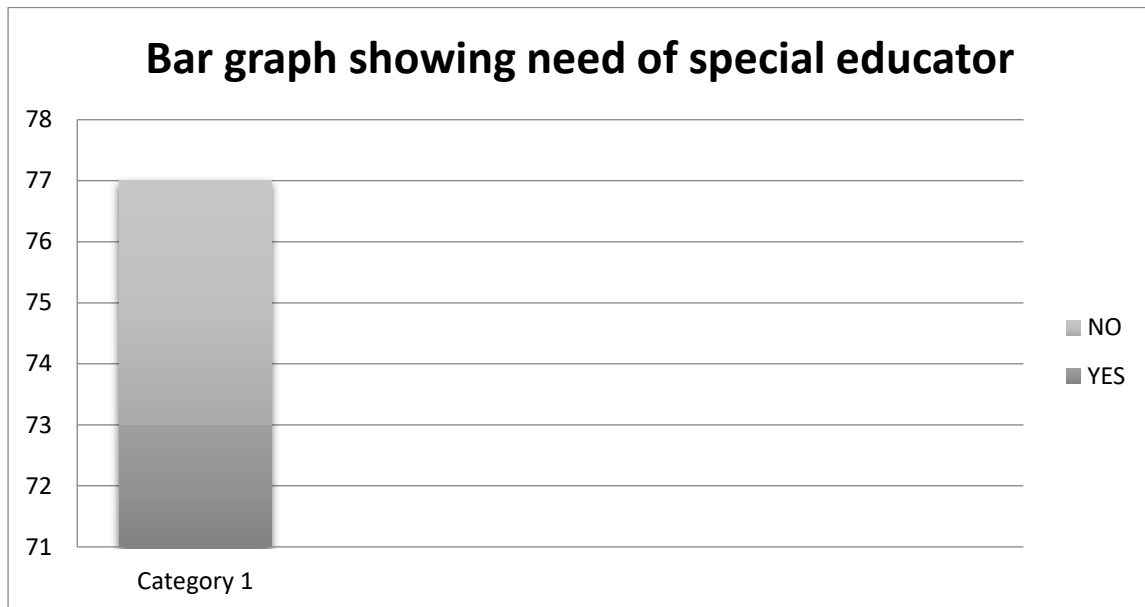


**Interpretation:** 80% of population prefer oral test whereas only 20% population prefer written (objective) test.  
**Conclusion:** Thus, we can conclude that in inclusive education most of the teachers prefer oral test over written test.

**6. Do you think there is a need of special educator in inclusive education?**

Sr. no.	Options	No: of responses	Percentage
1	Yes	11	73
2	No	4	27
Total		15	100



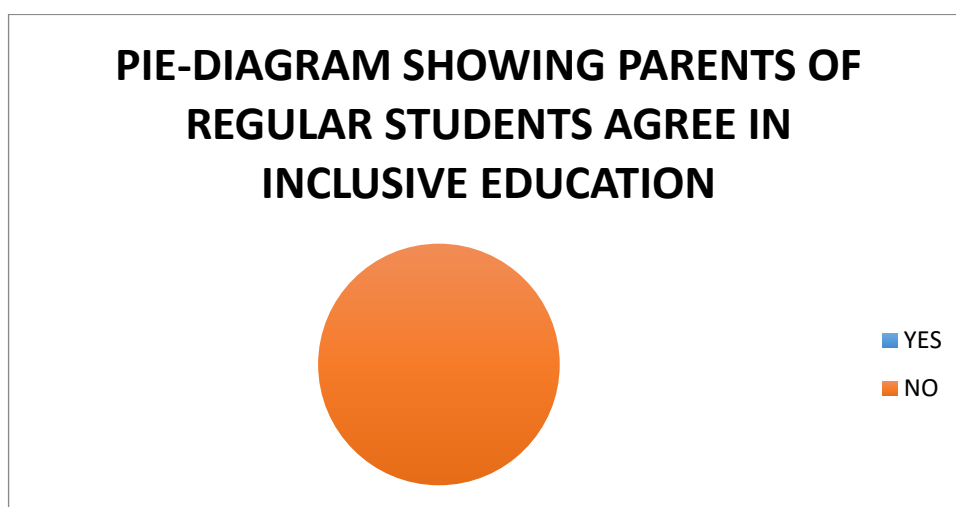


**Interpretation:** 73% of population is with having special educator in inclusive education, whereas only 27% said there is no need of a special educator in inclusive education.

**Conclusion:** Thus, we can say that according to population there is a need of special educator in inclusive education.

**7. Do you think parents of regular students agree with inclusive education?**

Sr. no	Options	No: of responses	Percentage
1	Yes	-	-
2	No	15	100
Total		15	100

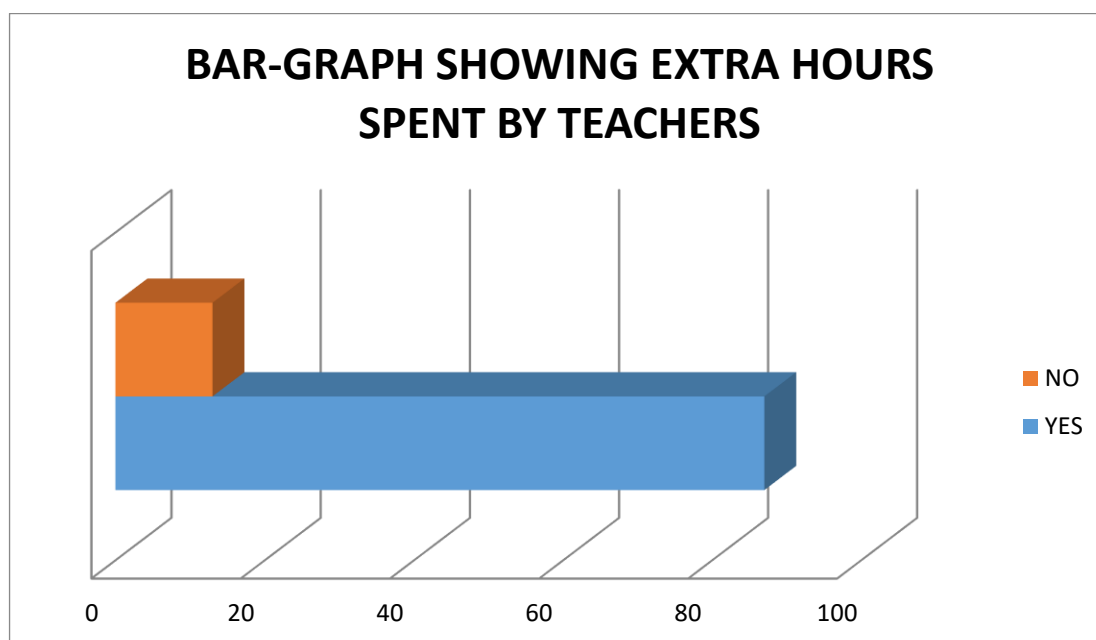


**Interpretation:** 100% of teachers said parents of regular students will not agree with inclusive education.

**Conclusion:** Thus, we can conclude parents of regular students do not agree with inclusive education.

**8. Will you spend extra hours for special children?**

Sr no	Options	No: of responses	Percentage
1	Yes	13	87
2	No	2	13
Total		15	100



**Interpretation:** 87% of teachers said they will spend extra hours for special children, whereas 13% teachers said they will not spend extra hours for special children.

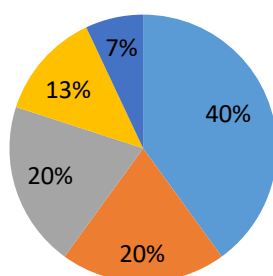
**Conclusion:** Thus, we can say that most of teachers will spend extra hours for special children.

**9. What can be the various co-curricular activities that can include special children?**

Sr. no.	Options	No: of responses	Percentage
1	Dance	6	40
2	Sports	3	20
3	Fancy-dress	3	20
4	Indoor games	2	13
5	Painting	1	7
Total		15	100

**PIE DIAGRAM SHOWING CO-CURRICULAR ACTIVITIES INCLUDING SPECIAL CHILDREN**

■ DANCE ■ SPORTS ■ FANCY DRESS ■ INDOOR GAMES ■ PAINTING



**10. How would you try to overcome aggressive behaviour of special children?**

**Summarization:**

Almost all the teachers interviewed were in the opinion that all special children should be given special care and attention. In a class-room if there a special children, the teacher must be very concerned about them. She should may at times slowdown in subject matter to make them cope with the class situation.

**11. What can be the challenges in inclusive education?**

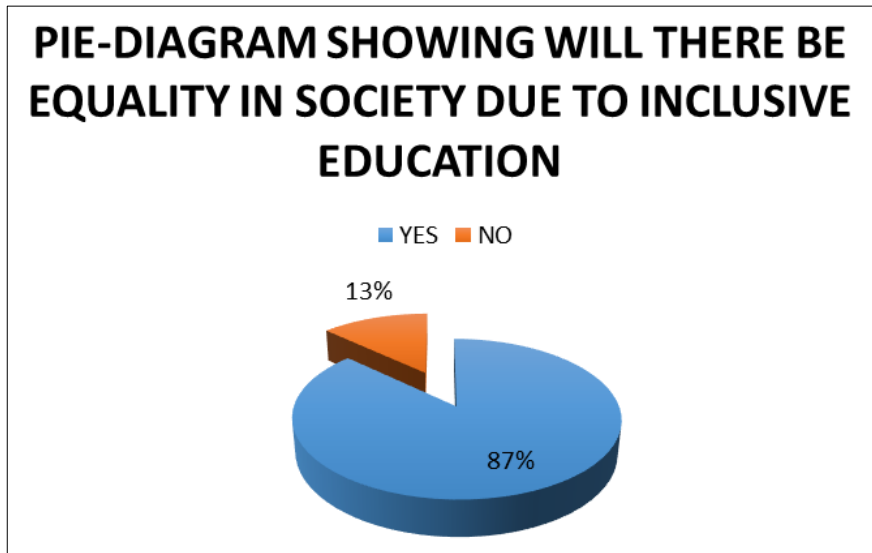
**Summarization:**

The teachers interviewed were of many opinions about the challenges in inclusive education. The main challenges given by them are:

- To make them under control.
- To arouse interest of subject matter in them.
- Time-consuming.
- More explanation of subject matter.
- Completion of subject matter within the given time frame.
- Making a congenial environment in classroom for all children.

**12 .Do you think there will be equality in society due to inclusive education?**

Sr.no.	Options	No: of responses	Percentage
1	Yes	13	87
2	No	2	13
Total		15	100



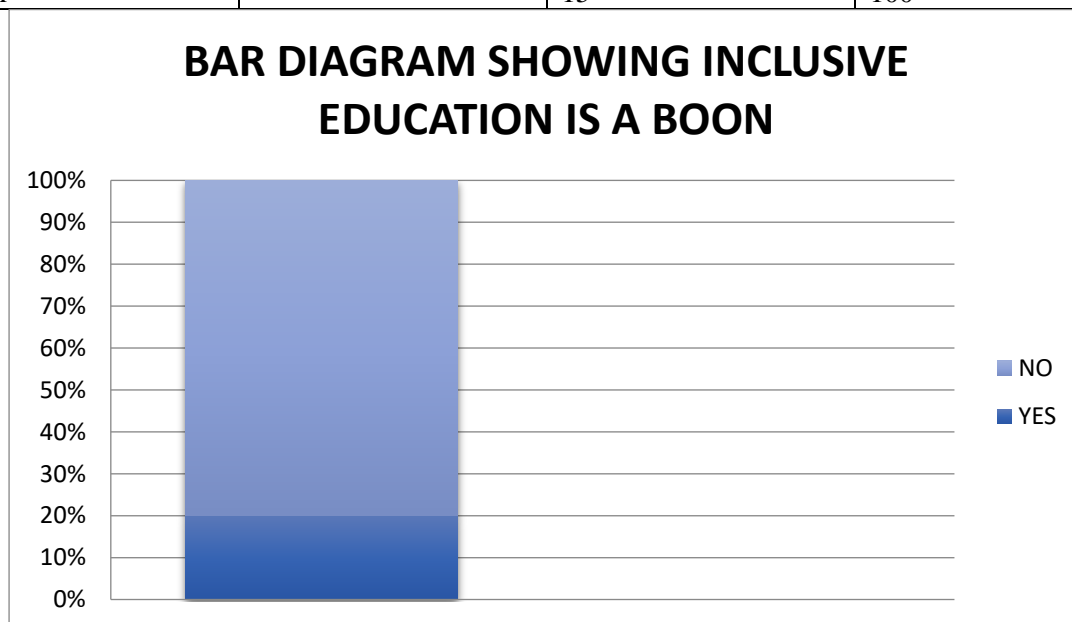
**Interpretation:**

87% of teachers said there will equality in society due to inclusive education, whereas 13% said there will be no equality in society due to inclusive education.

**Conclusion:** Thus, we can say majority of population said there will be equality in society due to inclusive education.

**13. Do you think inclusive education is a boon for all students?**

Sr. no.	Options	No: of responses	Percentage
1	Yes	3	20
2	No	12	80
Total		15	100



**Interpretation:**

80% of teachers said inclusive education is not a boon for all students whereas only 20% said inclusive education is a boon for all students.

**Conclusion:** Thus, we can say most of population does not think inclusive education is a boon for all students.

**Suggestions:**

This study will be helpful for special children

This study will be helpful for parents to choose between inclusive schools and normal schools

This study will prove beneficial for higher studies and research

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