



## Inclusive Education As A Component Of Quality Education.

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### Abstract:

Goal 4 of the SDGs is a unique goal focused purely on education. It ensures inclusive and equitable quality education and promote lifelong learning. Quality education is just that an education that serves each child Pedagogically and developmentally, an education that is inclusive and is structured to realize the potential of each child regardless of location, economic status, disability and so on. Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive education means all children in the same classroom, in the same school. Here in this paper, an attempt has been made to focus on the challenges faced during the time of providing inclusivity of the education system. Few measures for implementing inclusive education as a component of quality education has been suggested in this paper.

**Key words:** Inclusive Education, SDG Goal, Quality Education, Challenges.

### Introduction:

In September, 2015, the General Assembly adopted by 2030 Agenda for Sustainable Development that includes 17 Sustainable Development Goals (SDGS) . Building on the principle of “leaving no one behind “the new Agenda emphasizes a holistic approach to achieving sustainable development for all.

The United Nations (UN) ratified 17 Sustainable Development Goals (SDGS) to serve as benchmarks for every nation to ensure global prosperity, protection of the planet, and eradication of poverty.

Goal 4 of the SDGs was a unique goals focused purely on education. This is the first time such a standalone education goal has been set and ratified, [Goal 4- Quality education : Ensure Inclusive and equitable quality education and promote lifelong learning.]

Quality education is just that an education that serves each child Pedagogically and developmentally, an education that is inclusive and is structured to realize the potential of each child regardless of location , economic status, disability and so on. UN’s Education For All (EFA) movement has worked to make quality basic education available to all learners. The world Education Forum 2000 , declared that EFA must take particular account of the needs of the poor and the disadvantaged, including working children , remote rural dwellers and nomads ,and ethnic and linguistic minorities children , child affected by conflict , HIV/AIDS , hunger and poor health , and those with special learning needs.

There are an estimated 240 million Children with Disabilities worldwide. Like all children, children with disabilities have ambitions and dreams for their futures , they need quality education to develop their skills & realize their full potential , Yet, children with disabilities are often overlooked in policy making , limiting their access to education and their ability to participate in social , economic & political life. Worldwide these children are among the most likely to be out of school. They face from discrimination, stigma & routine failure of decision makers to incorporate disability in school services.

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### UNESCO’S initiative to incorporate Inclusive Education at global level

UNESCO believes that every learner matters equally, Yet millions of people worldwide continue to be excluded from education for reasons. UNESCO’S work in the area of inclusive education is firstly guided by the UNESCO convention against Discrimination in Education (1960) as well as Sustainable Development Goal 4 and the education 2030 Framework for Action which emphasize inclusive and equity as the foundation of quality education. UNESCO focuses on the inclusivity of the whole education system.

To close the education gap for children with disabilities, UNESCO supports government efforts to foster and monitor Inclusive education systems. Though government has created numerous policies but there are many challenges for educating children with disabilities in regular classrooms. These challenges are mainly –

- Scarcity of adequate human and material resources and negative attitude of different section of people from society.
- Due to poor economic condition of the parents students are forced to leave school.
- There are particular challenges around negative attitudes and behavior, on the part of both teachers and parents, in relation to the ability of disabled children to learn.
- Large class size present another challenge for the implementation of Inclusive education.

- Acceptance by peers provides a much greater challenge for children with disabilities
- Lack of sufficient training of the school personal

### **Few measures for Implementing Inclusive Education**

Educating children with disabilities alongside their non-disabled peers is considered one of the better ways to provide education. The Government of India needs to bridge the gaps in their education system to build a strong system of inclusive education in the country. Following are the measures for better implementation of Inclusive Education in India.

1. The Right to Education (RTE) must apply to all citizens of India. Governments as well as all the other social actors should broaden concept of inclusive education that addresses the diverse needs of all learners.
2. A policy of inclusion needs to be implemented in all schools and throughout Indian education system.
3. The preparation of teachers for rural special education programmes should be planned differently, as the aim of these programmes would be to integrate disabled persons in their own environment and community.
4. As a system, inclusive education should be flexible. Its flexibility must be reflected in the methods and materials used to give these children the widest possible access to the regular curriculum.
5. A school-based support team should develop strategies for the whole school to meet the needs of learners with special educational needs.
6. Parents have a right to be involved in all decision-making concerning their child. They should be seen as partners in the education process.
7. Bringing special children into mainstream requires adjustments that schools need to make in advance.
8. Student-oriented components, such as medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance and stipend for girls, support services, assistive devices, boarding the lodging facility, therapeutic services, teaching learning materials, etc should provide according to need of the students.
9. Differently abled children should be treated equally as the normal children and instead of looking them in sympathy their talents and abilities should be recognized for their self-respect and welfare of the society.
10. Necessary school supplies such as audio learning or textbooks in Braille should be made available. Suitable modification to examination system may be required, so as to eliminate pure mathematical and logical assessments.
11. Families with children without disabilities should develop relationships with families with children with disabilities and be able to make a contribution.
12. In-service training programmes should arrange to effectively teach children with disabilities.
13. Periodic evaluation of the training programmes and constant updating to meet the challenges of changing trends in special education should be part of the planning of teacher preparation.
14. Inclusion should not be sole responsibility of the specific class teacher. Everybody should be involved and take responsibility. Training for teachers should be sustained and ongoing. It should most importantly focus on attitudinal change.
15. The reform of the curriculum should be made in parallel with a proper training for teachers regarding their knowledge of inclusion and its principles.

### **Conclusion:-**

To meet the challenges, the involvement and cooperation of educators, parents and community leaders is vital for the creation of better and more inclusive schools. The Indian government is trying to improve its education system focusing on the inclusive approach. The challenges can be overcome by raising awareness of human rights in communities and publicizing positive examples of disabled children and adults succeeding in inclusive education and in life beyond school as a result. At last, it is important to develop an inclusive design of learning to make the education joyful for all children so that the education for them is welcoming, learner friendly and beneficial.

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