



CHAPTER - I
INTRODUCTION

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1.0.0 Introduction

Promoting inclusion is about reforming the education system. Inclusive education is much more cost effective than a segregated system, not only in terms of the running costs but also the long-term costs on the society.

--Roger Slee (UNESCO, 2005)

1.1.0 Inclusive Education

Inclusive education means education of all students, where all students are equal participants in the learning process. Provision of inclusive education involving students with disabilities is based on the belief that those with disabilities should not have to depend on specialized services alone, to benefit from educational resources, activities and practices that are otherwise available to all. Inclusivity is maintained when all members of a group are able to participate in its activities, which means, provisions made are considerate of all members and not just those from specific groups or, with special abilities, disabilities, and/or needs.

Inclusive education “is a process of strengthening the capacity of the education system to reach out to all learners.” It involves restructuring the culture, policies and practices in schools so that they can respond to the diversity of students in their locality. For a school to be inclusive, the attitudes of everyone in the school, including administrators, teachers, and other students, are positive towards students with special needs. Inclusive education means that all children, regardless of their ability level, are included in a mainstream classroom, or in the most appropriate or least restrictive environment, that students of all ability levels are taught as equals, and that teachers must adjust their curriculum and teaching methodologies so that all students benefit. This also avoids wasting resources, and “shattered hopes, which often occurs in classrooms that are **“one size fits all”**”. Studies have shown that systems that are truly inclusive reduce drop-out rates and repetition of grades, and have higher average levels of achievement, compared to systems that are not inclusive. People who believe in

inclusive education believe that the education system is the impediment to learning for a child, and that every child is capable of learning.

Inclusive Education is a process for increasing participation and reducing exclusion, in a way that effectively responds to the diverse needs of all learners. It takes into account the individual teaching and learning needs of all marginalized and vulnerable children and young people, including street children, girls, children from ethnic minorities, children from economically disadvantaged families, children from nomadic/refugee/displaced families, and children with disabilities. Inclusive education aims to ensure that these children are afforded equal rights and opportunities in education.

Inclusion refers to the education of all children with various disabilities and or diversities in the overall general educational structure by adapting the complete educational system to include the school structure, infrastructure, methodology, curriculum and classroom management.

Inclusion is the term used to describe the education of students with disabilities in general education settings. Inclusion is based on the philosophy that all students with disabilities have a right to be educated in a general education setting with appropriate support and services to enable them to succeed.

In India, no operational definition of inclusive education has evolved yet. One can, However say that “Inclusive education means all learners, young people—with or without disabilities being able to learn together in regular pre-school provisions, schools and community educational settings with appropriate network of support services.” An inclusive class may have amongst others, children who are disabled or gifted, street or working children, children from remote or nomadic populations, children belonging to religious, linguistic minorities or children from scheduled tribes, scheduled castes or other backward classes.

1.2.0 Importance of Inclusive Education

Now days Inclusive education is most important because the concept of inclusion has emerged from the ideas of providing equal opportunities to all children. Providing equal opportunity does not mean providing similar things to all children it mean provide equal opportunities keeping in mind the diverse nature of their individual needs. We need to

acknowledge the responsiveness to diverse needs of 'all' children. The perception that some children are normal and others are deficient and therefore need to be repaired in some way is still a concomitant of a society that value uniformity rather than diversity. Thus, belongingness is a right to and not something that children with special needs must earn. Providing support to student with special needs so their inclusion can be socially and academically meaningful.

Meaningful inclusion cannot be accomplished by special education teachers working alone, it also does not help in having a temporary 'deals' with the regular school teachers to 'take care' of their students. Meaningful inclusion in schools requires that administrators, teachers and parents not only value diversity, also question that traditional ways we segregated students. Who are difficult. Collaboration ongoing, mutual and active exchange within a team-is the spark that ignites successful inclusion, the idea that come from teams supply the fuel to make inclusion operate. Team involve members who, share their many skills and perspectives, are special education teachers, teachers in general education, parents, paraprofessionals, related services personnel, administrators, the students and the peers. Inclusive education (when practiced well) is very important because:

- All children are able to be part of their community and develop a sense of belonging and become better prepared for life in the community as children and adults.
- It provides better opportunities for learning. Children with varying abilities are often better motivated when they learn in classes surrounded by other children.
- The expectations of all the children are higher. Successful inclusion attempts to develop an individual's strength and gifts.
- It allows children to work on individual goals with other students their own age.
- It encourages the involvement of parents in the education of their children and the activities of their local schools.
- It fosters a culture of respect and belonging. It also provides the opportunity to learn about and accept individual differences.
- It provides all children opportunities to develop friendship with one another friendships provide role models and opportunities for growth.

1.3.0 Segregation, Integration and Inclusion



1.2.1 Segregation-(Special Education System)

This means children with special needs receiving an education in segregated learning environment such as a special school or centre that is often isolated from the community, from other children, or from the mainstream education schools. In many countries (and India also) this type of special education system has no link to the Ministry of Education and is under, for example, the Ministry of Social Welfare.

1.2.2 Integrated Education System

This means classes for children with special needs that are located in mainstream schools but in a separate classroom with other disabled learners and with a dedicated teacher. Integrated education can also mean that a child with special need is placed into a mainstream school and class, but that the school makes only minimal attempts to address any specific academic or social needs the child might have and accordingly the child must adapt his/herself to the environment.

1.2.2 Inclusive Education System

This means that the whole education system considers the measures it must take to be able to provide an appropriate education with all children learning together. Link are made with support service both special and mainstream. The inclusive education system takes a systematic approach to change rather than a school by school approach.

1.3.0 Historical Background of Inclusive Education in India

In order to understand the segregation, integration and strategies for developing inclusive schools, it is also important to understand the historical context in which these changes are located. The educational policy of India was defined and redefined in many ways during the British rule and after gaining Independence. Some of the post independence significant milestones for developments that informally supported education for all are outlined here.

Constitution of India:

- **Article 45:** free and compulsory education for all children up to 14 years, changed to ECCE up to 6 years (86th amendment of constitution)
- **Article 21 A:** right to education act , 2009 fundamental right to all children aged 6-14 to get equitable, free and quality education

The Kothari Commission (1964-66) :

This commission undertook a comprehensive review of the entire educational system and recommended a common school system of public education. The report recommended moving towards the goal of a common school system of public education. The Kothari Commission also recommended the concept of neighbourhood schools. It stressed that -
“The present social segregation in schools should be eliminated by the adoption of the neighbourhood school concept at the lower primary stage under which all children in the neighbourhood will be required to attend the school in the locality.”

The first National Policy on Education (NPE) (1986):

It that came into force in the year 1968 stressed the need to make efforts for the fulfillment of the Directive Principle under Article 45 of the Constitution. It was especially concerned with the education of girls and development of education among the backward classes and tribal people.

The new policy implied that up to a given level, all students irrespective of caste, creed, location or sex, should have access to education of comparable quality. One of the major concerns of the **Ramamurti Review Committee** (1990) that was set up to review the NPE, 1986, was equity and social justice.

The Salamanca conference, UNESCO, 1994

In 1994, UNESCO organized an international conference to consider the “fundamental policy shifts required to promote the approach of inclusive education, namely enabling schools to serve all children, particularly those with special educational needs.” The Conference adopted the “**Salamanca Statement on Principles, Policy and Practice in Special Needs**

Education and a Framework for Action,” known by shorthand as the Salamanca Declaration, which was endorsed by 92 countries and India is one of them.

Salamanca statement is include that ;-

- Every child has a basic right to education.
- Every child has unique characteristics, interest, ability and learning needs.
- Education service should take in to account these diverse characteristics and need
- Those which special educational needs must have access to regular schools.
- Regular school with an inclusive ethos are the most effective way to combat discriminatory attitude create, welcoming inclusive communities and achieve education for all.
- Such school provide effective education to the majority of children and improve efficiency end are cost effective.

Persons with disability Act (equal opportunities, protection of rights and full participation), 1995

- Direction to ensure equal opportunities for people with disabilities and their full participation in the nation building.
- The act provides for both preventive and promotional aspect of rehabilitation of persons with disability, unemployment and establishment of homes for persons with severe disability, etc
- Every child with disability –right to education till the age of 18 years in integrated schools or special schools.
- Special school for children with disabilities shall be equipped with vocational training facilities

The **DPEPs** were bought under a single programme called the **Sarva Shiksha Abhiyan (SSA)** in 2001-2002 in an attempt to universalize elementary education (UEE) through community-ownership of the school system. It was a response to the demand for quality basic education all over the country and an opportunity for promoting social justice through basic education.

The National Curriculum Framework (NCF, 2005)

The NCF (2005) underscores the importance of participation of all children especially the children with special needs, children from marginalized sections, and children in difficult circumstances in all spheres of life, both in and outside the school.

National policy for persons with disabilities, 2006

The national policy recognizes the fact that a majority of persons with disabilities can lead a better quality of life if they have equal opportunities and effective access to rehabilitation measure.

Inclusive education of the disabled at secondary stage (IEDSS, 2009-10)

The scheme aims at enabling all students with disabilities, after completing eight years of elementary schooling, to pursue further four year of secondary schooling in an inclusive and enabling environment.

Right to education act -2009

- To provide free and compulsory education to all children of the age of 6-14 years in a neighbourhood school under the article 21 A of Indian constitution.
- Emphasis is on children belonging to disadvantage group.

Finally, its strengthen the inclusive education initiative, the *Right of Children to Free and Compulsory Education Act, 2009* provides for free and compulsory education to all children of the age of six to fourteen years, including the children with disabilities.

The Rights of Persons with Disabilities Act, 2016

This act is consider this point on education :-

The appropriate Government and the local authorities shall ensure that all educational institutions funded or recognized by them provide inclusive education to the children with disabilities and towards that end shall—

- Admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others.
- Make building, campus and various facilities accessible.

- Provide reasonable accommodation according to the individual's requirements.
- Provide necessary support individualized or otherwise in environments that maximize academic and social development consistent with the goal of full inclusion.
- Ensure that the education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication.
- Detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them.
- Monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability.
- Provide transportation facilities to the children with disabilities and also the attendant of the children with disabilities having high support needs.

1.4.0 Inclusive School

Inclusive schools recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curriculum, organizational arrangements, teaching strategies, resources use and partnerships with their communities.

Whilst inclusive believes, policies and practices specifically address the needs of students with disabilities and additional learning needs, they are equally beneficial for the full range of students. Schools that are inclusive adopt the believes that wherever possible all children should learn and achieve their potential ,and that the continuum of students, needs should be matched by a continuum of progremmes support and services.

1.5.0 Children with Special Needs

"Special needs" is an umbrella underneath which a staggering array of diagnoses can be placed. Children with special needs may have mild learning disabilities or profound cognitive impairment; food allergies or terminal illness; developmental delays that catch up quickly or remain entrenched; occasional panic attacks or serious psychiatric problems.

Children with special needs are children first and have much in common with other children of the same age. Each child has individual strengths, personality and experiences so

particular disabilities will impact differently on individual children. The Education for Persons with Special Needs (EPSEN) Act was passed into law in July 2004. Special educational needs are defined in this act as:

“ a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently”.

1.6.0 Adjustment

Adjustment, in psychology, refers to the behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. Human beings are able to adjust to the physical, social and psychological demands that arise from having inter dependability with other individual. Adjustment, as a process describes and explains the ways and means of an individual's adaptation to his self and his environment without reference to the quality of such adjustment or its outcome in terms of success or failure. It is an organizational behavior in life situations at home, at school, at work in growing up and in ageing. It helps one to keep out basic impulses at tolerable levels, to believe in one's own abilities and to achieve desired goals. Thus, adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical, and vocational dimensions.

Adjustment can be defined as a process of altering once behavior to reach a harmonious relationship with their environment. This is typically a response brought about by some type of change that has taken place. The stress of this change causes one to try to reach a new type of balance homeostasis between the individual and with their environment.

According to **Shaffer.L.S.**- “adjustment is the process which living organism maintain a balance between his needs and the circumstances that influence the satisfaction of these needs.”

According to **Coleman.James.c.**- “adjustment is the outcome of the individual's attempts to deal with the stress and meet his needs also his efforts to maintain harmonious relationship with environment.”

1.6.1 Area of Adjustment

Adjustment is the case of individual consisted of personal as well as environment components. These two aspects of a adjustment can be further subdivided into smaller

aspects of personal and environmental factors. There are three area where an individual need to be adjusted to live a balance life.

These are- Family, School And society.

1.6.2 School Adjustment

The school is the major socialization institution for any child. It is the child's first contract with the world outside the house. For nearly 12 years a child spends 5 to 7 hours a day in the school. School is one the most important foundation pillars on which the child's personality develops. Children learn proficiencies in various abilities like, learning process and home work, social communications, handling emotion, and the management of day to day interactions at home and school.

In this study the researcher focuses on inclusive school adjustment.

The child confront with a totally new environment as compared to home. Successful adjustment to school largely depends on past experiences at home and on children skills and knowledge adjustment to schooling in influenced by a variety of personal and family characteristics and societal trend, it is the interaction of the child's personal characteristics and their experiences that ultimately determines how a child adjust to school.

1.6.3 DIMENSIONS OF ADJUSTMENT IN INCLUSIVE SCHOOL

(Followed in this study)

Following are the important dimensions in school-

- Environmental adjustment
- Psychological adjustment.
- Curricular adjustment
- Adjustment to peers
- Adjustment to teachers

1.7.0 Need And Significant of The Study

The studies in the area of adjustment along with other variables have revealed that adjustment is the most important for the proper development of the student's overall personality. It is also important for CWSN better adjustment, because better adjustment of CWSN is also the part of good inclusion. It can be visualized from the above quoted

researches that the area of the adjustment has been investigated in different context some found was positive result but also some found was with negative result so it must be investigated what was the condition of the adjustment of CWSN in inclusive school because adjustment of the school children is dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, environmental, curricular, teachers attitude and peers support so It is important to know the adjustment of CWSN in inclusive school. So in this present study the researcher aimed to find out the actual condition of adjustment of CWSN in the present running inclusive education system.

According to the survey “Bharat mai samaveshi shiksha ki disha and dasha” result showed that according to 2011 population census total no. of CWSN in India was 26810557. Only 5% of CWSN students were enrolled in schools. Out of them 20 % CWSN students left the school before completion of class 2nd or 3rd. Through this survey the researcher concluded the adjustment is also one problem in inclusion of CWSN students, therefore, in this present study the researcher attempted to study “A study of adjustment of CWSN in inclusive school”.

1.8.0 Operational Definition of Key Terms

- **Adjustment:-** Adjustment refer to the individual response to the physical, psychological and social demand of self and-others people and the environment.
- **Child with special need (CWSN):-** Children with special needs based on their deficiency in areas of vision, hearing, movement, perceptual-motor ability, social-emotional characteristics, intelligence and adaptive behavior were classified. These children are regarded as children with diverse abilities and this deviation in abilities can be either in positive or negative direction.
- **Inclusive school:-** Community Living Ontario’s vision statement describes a community where the resources and supports will be available to ensure that all children “go with their neighborhood friends, to their neighborhood schools where they further their growth and development together.”

1.9.0 Objectives of the Study

Objective 1: To study the adjustment of the children with special needs in inclusive school.

Objective 2: To study the adjustment of normal students with CWSN in inclusive school.

Objective 3: To study the adjustment of teachers with CWSN in inclusive school.

Objective 4: To find out the problems and challenges faced by CWSN in inclusive school.

1.10.0 Hypothesis

1. There is no significant difference in adjustment of CWSN boys and girls in inclusive school.
2. There is no significant difference in adjustment of normal boys and girls with CWSN in inclusive school.
3. There is no significant difference between male teachers and female teachers adjustment with CWSN in inclusive school.

1.11.0 DELIMITATIONS OF THE STUDY

The study is subjected to the following limitations:

1. The study was delimited to children studying in M.P. state government and private inclusive school only.
2. The study was delimited to 36 CWSN students of upper primary level only.
3. The study was delimited to 50 regular students of upper primary level only.
4. The study was delimited to 30 teachers of upper primary level only.
5. The study was delimited to schools of Bhopal city only.

1.12.0 SUMMARY

In this chapter, researcher has discussed about the problem, its theoretical background, and the need of the study and also the operational definitions of the key terms. Formulation and presented the objectives of the study. The delimitations of the study have also been mentioned.
