

Characteristics Of Inclusive Education

Firstly , inclusive education is a process, which means a programme. Inclusive education is not only a policy it is an accepted programme. So the implementation part of inclusive education is also included in the definition .If one wants to know about inclusive education one must know how to implement in a general school education set up.

Secondly , participation is also very important in this case. The opportunity of providing each and every type of children in school does not mean that they will be passive and inactive in the school environment .They will take part actively in all the types of school programmes actively and this must be ensured. Children from terminal part of the society or the children with special abilities children from socioeconomically deprived families have some mental and social inhibitions and preoccupied mental set up . For this reason they will not be able to be very active and completely embedded to the school life from the initial days of joining to school. This barriers may be overcome through proper help and education .

Thirdly, three types of education is included in the definition of inclusive education i.e curricular, cultural and social. It is the shortest possible description of the school programme. The cultural programme is also equally essential component of school education with the curriculum dependent teaching learning process. In a broader sense ,the physical education is also included in the curriculum of inclusive education. So inclusive education is a total education and it is for all the children. There is no question of selection. At the end of school life these children with special needs and abilities will return to their social life as a complete man or woman in the society. Because EDUCATION IS THE BIRTH RIGHT OF EACH AND EVERY INDIVIDUAL IN THE SOCIETY.

Fourthly, the formal school education of the largescale students in the society has been given responsibility of inclusive education. Taking all the children into mainstream education and expansion of it is named as inclusive education.

Fifthly or lastly the word mainstream school is also very important . One of the biggest problem of joining school is long distance between home and school. It is not only the problem of handicapped children but also it is the problem of normal students too. The fatigue of journey, wastage of the time, physical fitness-unfitness and the place which is physically unreachable – the question of all these factors are related to long distance. So the concept of inclusive education will have to be implemented by the local school.

Principles Of Inclusive Education

There are three principles of inclusive education

1. According to these principle each and every child has special need in the classroom. All the children of a particular classroom cannot be divided among one or few groups. From the ultimate individualistic aims of education it can be said that each child is a separate entity. So, each and every individual child has special needs. Individualistic education should be arranged for each of them separately.
2. By not showing the fear of punishment real education will be provided in the friendly environment. In this principle it can be said that Any type of relevant and an appropriate method of providing education may be obtained.
3. A teacher will always try to provide appropriate and necessary information, not the education of knowledge only.

Three Aspects of Inclusive Education

The three aspects of inclusive Education is active to make the education of handicapped children is successful.

1. Essential Services
2. Support Services
3. Peripheral Services

Essential Services – The teachers, the normal students and the parents may arrange the most necessary services in case of inclusive education. The few important steps of this services are as follows:-

1. Determining appropriate teaching methodologies for handicapped students.
2. Determining appropriate curriculum and course content.
3. Participation in plus curriculum related programmes and cocurricular activities.
4. Maintenance of class discipline.
5. Checking of home work.
6. Arrange the task of evaluation.
7. Arrange the task of test system.
8. Determining the progress of the students.
9. Discuss different matters with the handicapped students if required.
10. Regularly communicate with the parents of handicapped students.

Support Services – The second service related to inclusive education is providing the help of specially trained teacher for special education. With the help of proper teaching aids these teachers will help and counsel the handicapped children with their valuable knowledge and education. In this case special reference has to be made for compulsion of supplying

necessary components and teaching aids, but in all the cases educational counselling is not compulsory. Different aspects of this services are the following :

1. Identification of the handicapped children in the society.
2. Increasing teaching efficiency and teaching skill for teaching handicapped children if required.
3. General teachers may be provided help by different ways if required.
4. Help in the task of evaluation of the handicapped children.
5. Arrange the modern teaching aids and instruments for the handicapped children.
6. Arrange the modern learning aids and instruments for the handicapped children.
7. Keep conscious watch over on the progress of the handicapped children.

3.Peripheral Services – Hospitals, Rehabilitation centres ,private organizations are included in this type of services. These organizations temporarily make some arrangementsfor handicapped children . F or example identification, evaluation and counseling etc. But in this case essential services are as follows : -

Publishing pamphlets which describes health of the handicapped children.

Help them to achieve proper social rights.

Carry the expenditures related to education.

Counsel the parents.

Reference can be made that inclusive education is not the alternative of integrated system or, unified system of education .All the handicapped children cannot get the equal benefit from this system of education. Inclusion is a two way process. F irstly, the primary responsibility of the handicapped children is taken up by the general system of education. Secondly the handicapped child will be in such a condition from where he or she may be easily integrated to and unified with the inclusive education. In this system a handicapped child will be enough secured as a whole in a general school.