The Status of Concepts and Perceptions Regarding Inclusive Education for Students with Intellectual Disabilities in India

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Abstract

This paper traces to concisely explore the importance of the concepts and perceptions regarding inclusive education (IE) for students with intellectual disabilities (SwIDs) in India. The prime aim of inclusive education is to embrace all children in inclusive classroom settings. This study is focused on the inclusion of SwIDs, ever since they are expected to be the biggest number with special education needs in inclusive classroom settings. In short, each child has the same opportunity in education; however, for special education which is meant at SwIDs, IE can be seen as a procedure of support the capability of an education system to reach out to all learners. It is, subsequently, an overall principle that should guide all educational strategies and performances, starting from the belief that education is an important human right and the basis for an added just society. Inclusion is thus seen as a process of addressing and responding to the multiplicity of needs of all children, youth, and adults over collective involvement in learning, values and societies, and decreasing and removing exclusion within and from education. It includes changes and modifications in contented, methods, structures, and strategies, with a common vision that covers all children of the suitable age choice and a conviction that it is the responsibility of the regular system to educate SwIDs in inclusive classroom settings. The modern concepts and perceptions concerning IE have confirmed with innovative approaches for program adaptations, which will be very much favorable for SwIDs in the inclusive classroom settings. The findings of this paper discovered that SwIDs are capable to go up with the condition or atmosphere of studies. Thus, the paper further proposes that to form more wakefulness on the status of concepts and perceptions for SwIDs to advance their ability and potentiality. The author made an effort in this paper to identify the resources and purpose on the importance of the concepts and perceptions in educating SwIDs in inclusive classroom settings.

Keywords: Concepts and Perceptions, Students with Intellectual Disability, Inclusive education.

Introduction

Education is the whole round development of the personality of the child so that he can mark a unique effect on human life allowing to the top of his ability. "Education is all-round designing of the best in the child and man-body, mind and spirit" (M.K Gandhi, 1951). Inclusive education (IE) is now definitely recognized as the foremost educational strategy for children with intellectual disabilities (IDs) and disabilities, which occurs as the mean of forming an inclusive society in which equal chances are provided. The importance of education is manifold and covers the whole range of actions of the individual and society. Education is linked to both the progress of the individual and his/her inclusion in social and cost-effective life. Though, there are concerns stated on the influence of such a change in the educational system. Inclusive education should not just be about taking a marginal part of the education method, it should rather establish an outline that all educational progress systems should follow (Booth, 1999). The concepts and percepts of inclusive education privilege that there is a need for instant fundamental changes and modifications in the educational system structures, such as changes and alterations of the curriculum to confirm equal learning chances for all (Ainscow 2005). Additionally, they highlight the need for teachers' training in inclusive performs (Persson 2006). Though, inclusive education is still a divisive concept, as investigators and educators have stated concerns about the properties of inclusion (Sharma et al. 2008). Critics of inclusion advantages that the inclusive educational model does not and on how prospective it is to make this and validity have the wanted results for children with diverse educational needs (Anastasiou and Kauffman 2011). Furthermore, lack of statement in teaching learners with special educational needs, as well as years of teaching planning, could mark teachers' viewpoints toward inclusion (De Boer et al. 2011). IE occurs when children with or without disabilities irrespective of their age, gender, culture, and religion, partake and learn together in the same classroom environment.

It is pointed out that inclusive education, as it achieves, is fixed in a diversity of locations - political and social, as well as expressive and educational. They were in potential with the decision inwards at by others (Thomas and Loxley, 2007). (Fuller & Clark, 1994; Ainscow, 1999) The implementation of effective inclusion is a complex issue linking key players such as strategy makers, parents, teachers, learners, and school management. Since presentation and

outcomes are key drivers in public schools. There is a need to conduct a similar study targeting pupils as the respondents to understand their perception of their peers with ID challenges. This study needs to understand the opinions of educators towards inclusive education which would support in updating inclusive educational practices. Who well-known for the fact that teaching is so carefully tied to local situations and cultures that import of practices from away is not easy. As an outcome, efforts to realize the aims of inclusive education have caused in diverse educational preparations and results in different countries. While encouraging inclusive practices of education, force from governments and international establishments around the world has led to form closure of special schools in several countries. Teachers who decided that officers are prepared to embrace inclusion were related to inclusion and the differing was accurate of those who had a dissenting opinion. This could be attributed to support and endure the educators to offer with the new concepts and perceptive of education strategy be related with ID children in inclusive classrooms.

The Concepts of Inclusive Education

The concept of IE is a paradigm shift from the traditional comfort and facility concerned with the teaching of special\ integrated education that is no longer apt or functioning in the present program based on social freedoms. IE in norm stands for equity and identifies every child with his or her diverse skills. IE hence an effort to construct a flexible education policy that acknowledges, accommodates, and incorporates the needs of an extensive choice of learners and adapts it to meet the diverse needs of all. IE is a new method to teach children with disabilities with that of normal ones within the same roof. It pursues to address the learning needs of all children with a particular emphasis on those who are vulnerable to downgrading and segregation. It suggests all learners – with or without disabilities being able to learn together through access to common pre-school requirements, schools, and public educational settings with a suitable network of provision facilities. This is possible only inflexible education method that integrates the needs of different sorts of learners and adjusts itself to meet these needs. Inclusion is not considered to be tested but an importance to be followed. All the children whether they are with or without disabilities have the right to education as they are considered as the future natives of the country. This indicates the revelation of Inclusive Education. IE aims at incorporated the progress of children with special needs and normal children through regular schooling. The complete notion of inclusive education in terms of special needs denotes that the attitude of teachers, peer groups, and parents is a major barrier for incorporation [Hegarty & Alur: 2005].

As regular education classrooms hug more and more different students, teachers realize the worth of accepting each student as unique. The term 'inclusion' has deeper implications and does not denote only to children with disabilities, but also embraces all children who face some kind of barrier in education. In real inclusive programs, teachers adapt undertakings to contain all students, even though their singular goals may be diverse. We have learned that inclusive education is an enhanced way to help all students flourish in a lifetime.

The Inclusive Education in India

IE has been distinct in several ways that report the learning needs of the equally abled children. The efforts of the GOI overhead the last five periods have been towards providing a widespread mixture of facilities towards the education of children with IDs. The GOI is constitutionally fervent to confident the right of every child to elementary education. The GOI has intended several policies about special education meanwhile the country's independence in 1947. The Kothari Commission (1966) which emphasized the importance of instructing children with disabilities during the post-independence era (Pandey 2006). In 1974, the centrally sponsored scheme for Integrated Education for Disabled Children (IEDC) was confirmed to propose equal opportunity to children with disabilities in regular schools and enable their resistance. (NCERT, 2011). In the 1980s the then ministry of Welfare, Govt. of India, recognized the essential need of an institute to screen and legalize the HRD programs in the arena of disability rehabilitation. The government creativities in the area of inclusive education can be outlined back to National Educational Policy, 1986, which mentioned, as a goal, 'to incorporate the handicapped with the general community at all levels as equivalent companions, to arrange them for usual development and to empower them to face life with courage and confidence'. In 1987, the Ministry of Human Resources Development, along with UNICEF launched alternative duty: Project Integrated Education for the Disabled (PIED) (Chadha 2003). The World Declaration on Education for All adopted in 1990 gave further enhancement to the several events now fixed in the country. The assurance of the GOI to Universalization of Elementary Education (UEE) cannot be achieved deprived of taking maintenance of special educational needs of the physically and mentally challenged children.

Though the GOI has undertaken to form policies that are inclusive for people with disabilities, their application efforts have not ensued in an inclusive method of education.

Besides, the total of students sinking out of school is receiving higher, particularly in poverty hit zones (Sing, 2016). The GOI executed the District Primary Education Project (DPEP) in 1994–95. In the late 90s (i.e. in 1997) the viewpoint of inclusive education is surplus in District Primary Education Programme (DPEP). For education for a child with inability, the act has to be read in balance with Chapter five of the Persons with Disability Act, 1995. The assurance of the GOI to Universalization of Elementary Education (UEE) cannot be achieved deprived of taking maintenance of special educational needs of the physically and mentally challenged children. Sarva Shiksha Abhiyan (SSA) implemented in 2001, is one such initiative from GOI. Besides, IEDC was revised and titled Inclusive Education of the Disabled at the Secondary Stage" (IEDSS) in 2009-10 to bid support for the inclusive education of the disabled children at the 9th and 10th classes. In 2010, India executed the Right to Education Act (RTE) to legitimately support 'inclusive education' (Bhan and Rodricks, 2012). This scheme now incorporated under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013. It is significant to assimilate these children into normal schools to help them socialize and build their confidence. In the prevailing Indian condition effects are insufficient even to offer worth mainstream schools for common children, it is unethical and impractical to put children with special needs to test or to display anything in an investigation study to live and learn in the regular of school and public (Dash, 2006). Though the GOI has undertaken to form policies that are inclusive for people with disabilities, their application efforts have not ensued in an inclusive method of education. Besides, the total of students sinking out of school is receiving higher, particularly in poverty hit zones (Sing, 2016). It is essential to incorporate these children into mainstream schools to support them socialize and build their self-confidence. Therefore, Inclusion stands up as a good answer to the question of how to teach these children more professionally.

Inclusive Education for Students with Intellectual Disabilities

The inclusion model, "began to appear in the works with some occurrence around 1990" (Odom et.al, 2009) and it contrasts from the formerly held values of mainstreaming and integration. IE needs the incorporation of all students with disabilities, irrespective of the grouping and greatness of their disabilities, into local general education schools with their same-aged peers (Odom et.al, 2009). IE conveys the assumption that students with disabilities should be a part of the regular education setting (Odom et.al, 2009). From this perception, special education and support facilities should always be provided within the normal education atmosphere except the nature of the student's disability entails otherwise (Murphy, 1996). IE is

about full participation in the normal education structure, while integration and mainstreaming are about increasing the circumstances of the involvement of students with disabilities in common classrooms (Odom et.al, 2009; Yell, 2012). Students with intellectual disabilities (IDs), composed of students with other disabilities, have been the basics of many Researchers' proceeds (Alghzo&Gaad, 2004). The focus of containing students with disabilities in regular education classrooms has developed a straight subject in current education methods both advanced and developing countries (Farrell, Dyson, Hutcheson, &Gallannaugh, 2007). The absence of teachers who are competent to work in inclusive settings is a dominant theme that has been seen in all educational structures globally (Amr, 2011). Educators' means and outlooks are severe subjects which affect the inclusion of students with disabilities in mainstream education classrooms (Fazio, 1986). Studies on the subject of inclusion and students with IDs have displayed significant concerns among teachers about IE (Alquraini, 2012). "The success of IE is thus required on teachers' attitudes" (Emam& Mohamed, 2011, p. 977). Besides, teachers' self-effectiveness is a serious issue and has an important influence on teachers' attitudes to IE (Emam& Mohamed, 2011). Self-efficacy, hence, is a significant forecaster of either growing or lessening enthusiasm toward attaining the goal of IE as well as managing with critical atmospheres (Bandura, 1997). Though investigators have planned the insights about IE and attitudes of teachers toward IE (Alquraini, 2012; Amr, 2011; Anati, 2012; Bandura, 1997; Emam& Mohamed, 2011; Fazio, 1986). This paper emphasis mainly on the trials confronted in mainstream students with intellectual disability and proposes an idea that, in the authors' outlook, can report the spaces that at present-day occur in the transfer of IE, and can subsidize to certifying expressive IE for students with IDs.

Curriculum Adaptations for SwIDs in Inclusive Classroom Settings

In the inclusive classroom setting, schools have the choice to either make adaptations to the curriculum and processes or to propose alternative actions that cover all students have access to the normal education program (Alice, 1992). Several studies have displayed the essential for adapting the modern means to meet the needs of students with incapacities (Rosenzweig, 2009). IE is distinct as a learning environment that reassures full personal, academic, and professional development of all learners regardless of race, class, color, gender, disability, learning style, and language. The curriculum signifies a crucial tool for nurturing a widened perception of inclusive education. Thus inclusive curriculum expansion should be seen as a constant practice and strictly

tangled with social inclusion. The core target of this work is to consider the collection of good performs in the adaptation of the curriculum for the IE. The usage of diverse teaching strategies, commitment of time, multi-grade, single work, collective work, additional work, and approaching down to learners' level to accommodate all learners as some of the methods used to adapt the curriculum for the inclusion of learners with IDs. These conclusions are also in harmony with the rights-based method that privileges that the curriculum should be adapted to meeting the needs of all learners. Education must be flexible and adaptable as there are continuous changes in the trials and needs of people. Inclusion is the act of educating learners who were formerly educated in special schools, as a outcome of their special needs, in normal schools that deliver the essential support to safeguard access to quality education. Curriculum adaptation signifies to progresses and modifications in what is taught, approaches of teaching and structures of education to accommodate all learners (Chataika et al. 2012). All education structures and education programs and movements must take the variety of learners and their needs into attention (Lohrenscheit 2002). Laurillard (2013) records that no technique or program is wide-ranging and fits all learners and teachers, and teachers have the liberty to improve their sequence of diverse programs, approaches, abilities, and understanding to choose from in building and reviewing curricula for individual learners and lessons. The specialist educators are the typical globally. They are talented in teaching a varied diversity of skills and of using a series of teaching approaches and policies, so that each learner is fortified to partake willingly in teaching actions (Richards and Rodgers,2014). One can, thus, determine that the curriculum is being adapted despite the trials faced in the procedure, particularly in schools in settings with restricted means. There is also an indication of good exercise in the fact that teacher defendants discern what curriculum adaptation is and how it is made-up to be approved. The conclusions are confirmation of good performs of inclusion of learners with IDs, mainly from the perspective of this study. Still, this study also establishes that some of the educators were not adapting the curriculum to meeting the needs of all learners since of big programs and a lack of proper training in their carrier.

Curriculum adaption is a continuing lively procedure that transforms and adapts the recommended program of studies to encounter the learning necessities of a student with IDs. Adaptation, accommodations and, modifications may seem like exchangeable relations, but when it comes to inclusion they transfer knowingly diverse meaning accommodation and

adjustments aid as two distinct types of curricular adaptations. It empowers the teaching group to welcome learners of all capabilities and safeguards that every student is confronted to learn. Curriculum adaptation is required in every part of the student's day. Knowledge, socialization, independence, and security are certain for the students when all school employees are conscious of their teaching roles in the classroom as well as in the rooms, library, gymnasium, playground and launch room etc. Curriculum adaptation always involves education associate support. An exposed notice and prepared hands are not adequate to help students learn in the inclusive classroom. Students and teachers both advantage when an education associate is present to deliver management, instructing, and material planning. With their knowledgeable maintenance, academic and societal skill can be taught that will nurture independent learning. Curriculum is underlined part as the key to meet all students with disabilities, flexible and so more accessible. Curriculum as a perception is not effortlessly well-defined. It was also found that some teachers were not adapting the curriculum to encounter the needs of all learners because of the extent of the lessons as well as a absence of exercise. This conclusion is different to the rights-based method, which states that there should be adaptation in curriculum to encounter the needs of the learners with SEN (Polat 2011; Tomaševski 2004). Curriculum should be flexible and adaptable as there are unlimited changes in the trials and needs of citizens. The rights-based method reflects emerging suitable curriculum adaptations to match with learners' needs in its place of the learners suitable into the curriculum (Polat 2011; Tomaševski 2004). The method places highlights on how teachers can accommodate variety and discourse IDs.

In the worldwide works on inclusion, stress is engaged on approaches that certify individual access and involvement. This access is frequently advanced through making accommodations and adaptations to teaching, learning and impost (Alquraini& Gut 2012). Odom, Buysse and Soukakou (2011), recognize that the individualized education programme is an important element of inclusion. Distinguished teaching needs teachers to amend their performance from a programme-based instruction to a learner-based teaching. Teachers attempt to adapt educational interferences to the requirements of each learner, acknowledging that each learner differs in interests, learning outline and level of operation. Distinguished teaching may enable high levels of both learner commitment and curricular attainment (Reis et al. 2011). Some have claimed that the significant question of concern is less one of full time common class settlement than it is one of suitable curriculum adaptation to address individual students' necessities within the ordinary class and neighboring school (c.f., Williams, Villa, Thousand,

Foxx, 1989). Whereas other authors appear to propose that normal class is an insufficient location to express the learning and presentation features of students with severe disabilities (Brown, Schwartz, Udvari-Solner, Kampschroer, Johnson, Jorgensen, & Gruenewald, 1991), certain suitable individualized modifications and maintain facilities can enable significant inclusion of all students.

Effective Practice of Technologies in Inclusive Classrooms

Technology is a part of closely everything people do. (Bassett,2005) admitted the digital age is not about technology; it is about what the teachers and the learners are doing with the technology to prolong their abilities. Technology can enable the knowledge-formed classroom. Several investigators interpret that computer as taking an advanced influence on the teaching and learning procedures. Enthusiasm and commitment are normally recognized as the major welfares of using technological outfits to sustain literateness teaching (Andrews, 2003). Therefore, the use of technological outfits in teaching and learning involvements straight narrates to the real lives of students. Technology carries out changes to the classroom roles and institute, particularly as it sanctions students to develop more independent. Students may practice peer coaching, and teachers may function more as initiators rather than professors (Means, 1997). Technology cannot be reflected as a change manager for education in and of itself. When used as an incorporated device with the curriculum, technology can transform education (Sandholtz et aI., 1997). Technology tools are not the teacher; the teacher must know and use these tools to improve the curriculum. The results of executing technology tools in the classroom "are greatly reliant on the worth of the application of the educational design"(Coley, 1997). The fact is to be effective, technology must be embedded into the wider education reorganization measure that contains teacher training, curriculum, student assessment, and a school's ranges for transformation (Roschelle et aI., 2000). Teachers have the awkward task of keeping up with new styles of learning, new program variations, and new technology, and they need to formulate themselves and their students for those variations. Schools need to support this planning by addressing these modifications through professional development programs.Students with IDs participating in common education and inclusion classrooms, technology proposes an occasion for them to be active participants in classroom actions and to make expressive development in the inclusive education curriculum.

"The use of technology as a learning tool can create a computable change in student attainment, attitudes, and relations with teachers and other students" (Coley, 1997). Though, technology used beside with the constructivist method has upheld to be operative. Constructivism condition is when students are complex in choosing the content of the subject, learning is more effective. But teacher training too often discourse on subordinate new teachers continue the first year of technology use without fixing teachers to use the technology long-lasting (Fulton, Yoon, & Lee, 2005, as cited in Honey, 2005). Effective classroom management approaches to maintain and enable effective teaching and learning. Effective classroom management is usually centered on the principle of creating a positive classroom atmosphere covering effective teacher-student relations (Wubbels, Brekelmans, Van Tartwijk, &Admiraal, 1999, Evertson and Weinstein, 2006). The fact is that it proceeds much lengthier than a year to integrate and recognize the effects of technology additional in the classroom, and teachers frequently criticize the absence of training offered for them to learn new technologies (Young, 2007). Education and technology are dominant topics of the information period in which we live. Technology has made critical changes in the educational system; what is further, technology has assisted the progress of diverse teaching and learning methods (Can, 2010; İşman, 2010; Kazu &Yeşilyurt; 2008). Also it has subsidized the creations of new terms such as educational technology (ET), instructional technology (IT,) assistive technology (AT), and information technology are effectively used for teaching and learning process in students with IDs in inclusive curriculums. Teachers' notions, principles as also their technology linked attitudes are related to self-efficiency (İşman, 2009). The moderninclusive classrooms are progressively implementing new technologies for their potential to enable learning for students of IDs. Whereas technology deals with the potential of refining students' skills and behaviors, it should not be noticed as a panacea. While the expressions of the Sirens ability easy solutions to student learning and behavior problems, carefulness should be trained when teaching with technology and measuring its usefulness.Therefore, technology affords educators with the capability to maintain a diverse series of learners, while enhancing student attainment and enthusiasm.

Conclusion

In short, the resolutions are in place to reach that is suitable to students with IDs. Every child in India has the right to education. Let them get the proper education that enables them to lead a worthy life as contributing members of the society. IE denotes an academic method that allows special education students to become comprised of normal classes together with their peers. Inclusion classrooms can advantage many special-needs children. Teachers are fortified to assess the efficiency of technology on directed skills. A good IE is one that consents all the students to partake in all features of the classroom in the same way or close to equivalent. To meet the trials, the associated and collaboration of educators, parents, and public leaders is dynamic for the formation of enhanced and further inclusive institutes. The GOI is trying to enhance its education structure aiming at the inclusive method. We need to progress an inclusive strategy of learning to make the education thrilled for all children so that the education for them is welcoming, learner approachable, and favorable and they sense as a part of it not separate from it. Hence, Inclusion arose as a good result of the question of how to educate these children with IDs more efficiently.

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