

THE BENEFITS AND ADVANTAGES OF INCLUSIVE EDUCATION FOR PERSON WITH DISABILITIES

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Abstract- The present paper highlights the benefits and advantages of inclusive education for person with disabilities. In the twenty-first century inclusive education is exposed as the right of every child to be a part of mainstream society (Ainsdow and Miles 2008, UNESCO, 2003). Inclusive education is seen as an international agenda, relatively running comparable to the objective of Education of All (EFA) (Kalyanapur 2011, Miles and Singal 2010). Inclusive education takes place only when children with disabilities and without disabilities put together in the mainstream classroom rather than the special classroom settings. The benefits and advantages of inclusive education are enormous for both students with and without disabilities. One of the important factors of success in inclusive education program is the academic and social behaviors of students with and without disabilities. Inclusive education brings all the students together in one classroom without any discrimination, regardless of their strength and weakness in any area, and make uses their potential to enhance learning for all. This paper focuses on benefits and advantages of inclusive education which provides quality education and quality of life to all children with disabilities to have an independent life in the mainstream society. The success of the inclusive education always depends on the effort and ability to coordinate and share their responsibilities among the staff members for educating children with disabilities. Inclusive education can be beneficial when all the children share and achieve same educational goals appropriate for them so the present educational structure and practices need to be more reflective, accessible and collaborative in nature. This paper brings out a comprehensive review on the level of benefits and advantages achieved by person with and without disabilities in the inclusive education system.

Keywords –*Inclusive education, person with disabilities, Benefits and Advantages.*

I INTRODUCTION

Education is the fundamental right of every child to prepare him or her to face the challenges in life. Children with disabilities in the modern society need more preparation in life to become more productive in their difference talents to be useful in life. The education system has the great responsibility to retain the right to education to all. The inclusive education (IE) provides to prepare students with disabilities to live as independent life in the society fully conscious of their needs. The policy makers of IE target their full effort towards the goal of “Education for All”. The IE helps the children with disabilities to enhance and advance their academic performance, social, emotional tolerance and compassion for their peers. They learn to accept the strength and weakness of others in improved state. Children come from diverse social background and they differ from one another in connection with their physical abilities, mental capacity and even have numerous style of learning pattern but they enjoy in having benefits of privileges together in the same classroom; take part in all the activities of learning as other children does (Hoskeri A., 2018). Schools are responsible for the holistic progresses needed in everyday life and opportunities and demands essential for person with disabilities in the inclusive classroom settings.

Education is the essential component in the development and empowerment of individuals, and inclusion in education regardless of the varied socio-economic differences and the differences in ‘abilities’ and ‘disabilities’ (Praisner, 2003), certainly makes this foundation much stronger (Ahmad, 2014). A school system stressing education for all should certify the right of all children to a meaningful education based on individual needs and abilities (Johnson, 2002). Any child may experience a special need during the progression of his educational years (UNESCO, 1994). Although the Inclusion activities have focused on individuals with disabilities, it is intended to alter the philosophy for educating all students

(Ferguson, 1996). Every child has unique characteristics, interests, abilities and learning needs and those with special needs must have access to regular schools which should accommodate them with a child centered education capable of meeting those needs. The concept of IE is based on the fact that all children and young people, despite different culture, social and learning backgrounds, should have equivalent learning opportunities in all kinds of schools (UNESCO, 2008). Today's situation, it is required to ensure the importance of quality education in the best measure to overcome the learning deficiencies among the children. However, special efforts also necessary to make sure appropriate learning and training programs using different approaches and technologies for children with disabilities in the inclusive classroom settings.

The Concept and Practice of Inclusive Education

Globally, an estimated 650 million people live with disability and about a quarter of them are younger than 18 years (WHO, 2011). The concepts of IE, as fixed within the education policy, are looked upon as an approach which allows learners to actualize their potential. It is very often noticed that teacher are not empowered in term of knowledge to practice inclusive education. IE is one of the important means where all the members access the opportunities to realize their potentialities and be practiced in their daily life (Sidogi Grace, 2001). All schools should be inclusive in nature, therefore the children with disabilities have access to the schools and capable of meeting all their needs in an appropriate way. Inclusion in education enhances that all children regardless of their strength and weakness should be part of the school community. According to Puri and Abraham (2005) the concept and practice of inclusion is based on the foundation that all children are part of the society and that the community will be benefiting the development of resources where all children are equally valued and have the same opportunities for participation. The process of inclusive education begins with the planning of learning for all children under regular classroom. It is motivated that the collaborative effort from teachers to meet the unique needs of all children are necessary. The education system today focuses on diverse needs of children and it is inclusive education system that discourses the diverse educational needs of learners answers to all challenges brings effective learning opportunities where by learners are measured more than mere numbers in a classroom (Sidogi Grace, 2001).

The Benefits of Inclusive Education for Person with Disabilities

Under India's RTE Act (2009), to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right. It is a Right to children to free and compulsory education till complete of elementary education in a neighborhood school (RTE Act, 2009). It is

clear that children with disabilities have the right to free education up to the age of eighteen. They are eligible for transport benefits, scholarships and free uniforms, books and teaching materials. In inclusive education system it is realized that children with disabilities are involved in a sense of belonging, being loved, having relationships and friendship with other peers. In IE system promotes equal opportunities for all children to participate in every activities of learning regardless of their physical and mental abilities in the classroom. In this system the teachers are always engaged in teaching children with flexible curriculum activities according to needs and abilities of every child in the classroom. As a result, the numbers of students are able to go forward to have their higher education on time. All the children benefit from additional resources provided to them in the classrooms. Individuals with Disabilities in Educational Act (IDEA) points out that the students who partake in special education facilities should learn in what's called "least restrictive environment" (LRE). It means that students must spend as much time as possible with students, who don't receive special education programs (IDEA, 1997).

Every child can learn! Just not on the same day... and in the same way! All children learn differently. So there for IE system promotes different methods and strategies to teach children by using collaborative team teaching, co-teaching, peer tutoring can be tailored to the way each student learns best. These strategies are very beneficial for all students to carry out their learning process into future life. In inclusive classroom settings, paraprofessional play a vital role to provide services to the needy one in speech therapy, physiotherapy, music therapy and other services providers into the classroom. Paraprofessional can offer different forms of information and suggestions to help all students to be more effective and independent in the society. In addition to benefiting students with disabilities inclusive education can result in enhanced skills with special educational needs; inclusive education can result in elevated academic skills, a greater appreciation of social justice and the development of a more caring attitude toward others (Salend, 2008).

In Inclusion: Together we learn better

“We learn better when we learn in community with each other and I'm looking forward to learning together with you.” (Felicia Lo, 2004)

We learn better when we learn together. We learn better when we learn in community with each other. We grow in connection with others. Each child is unique in nature of abilities and learns differently. We learn better when we learn in a company of students in an inclusive classroom with better efforts and supports from the teachers. Such a functioning approach of inclusive education will have benefit of creating an environment where both person with disabilities and without disabilities has opportunities to flourish. The

philosophy of IE envisions the idea of providing opportunities for students with disabilities to study as equal partners with their classmates without disabilities (Mitchell, 2008). It is understood that students are provided with all the facilities and supports, their education in an IE system will be enhanced. Thus, an inclusive classroom is one in which the continuing stress on regarding individual differences leads all students, regardless of social or cultural background, disability or difficult in learning, to do well in terms of the success of academic and social goals, and the increase of positive attitudes to self and others (Alban-Metcalf & Alban-Metcalf, 2001). Students who were introduced peers supports for students with disabilities in inclusive classrooms proved positive academic outcomes, such as better academic achievement, assignment completion, and classroom participation (Cushing & Kennedy, 1997). Inclusion gives students a feeling that they are able to perform more effectively, contributing more, growing their ability to do well with different instruction, and able to complete their task at required period of time in a higher or of equal level (Kochhar, West and Taymans, 2000).

Use of Technologies Benefits Classrooms Activities

Nowadays technologies have become an essential utensil in life of every person. Schools have introduced new technologies into the classrooms to provide knowledge in an easy way to learn subject by students as well as explain the subjects in detail by using ICT. Technology provides new resources to provide opportunities to learn the concepts in more effective and enjoyable pattern in inclusive set ups. It helps the students to have an active participation in learning procedure in the academic sessions. ICTs represent a powerful tool for supporting and promoting inclusive practice. It provides extensive support to promote communication and learning. ICTs help to break down some of the barriers that lead to under-achievement and educational exclusion (Becta, 2007). ICTs offer a great potential to support lifelong learning for all children, including those who have special educational needs. It helps them to enhance independence, integration and opportunities to participate every activities taking place in the inclusive classroom set ups (UNESCO, 2006).

The use of ICT is widely recognized by the society and part of many people's lives, and has an impact on many aspects of the society which includes education, training and employment, the media and information transfer and leisure activities. Many students, particularly those with special educational needs, there is a need of extra technological support for better performance in academic and social life. AT supports and improves the functional capabilities of individuals with disabilities, and enables them to be more independent lives. ATs support shown to be valuable in improving and developing their mental level in relation to complex stimulation interaction (Reed & Stahmer, 2013). AT have

positive outcomes that learners must be able to reflect on the experience, gaining genuine knowledge and perspective about the teaching process (Marin, 2005). AT have various usages in the education sector and this developing technology rises every day to supply new devices for the different disabilities to have better independent lives in the society.

Develop positive attitude among students towards inclusive education

“If you think you can, you can. If you think you can't, you can't. Either way, you are right.” Henry Ford

Teachers play a vital role to bring positive attitude among students towards inclusive education. Inclusive class rooms require arrangement and organization to facilitate students learning together in the common platform. The students need to understand the feeling and interests of other peers and find opportunities to work together for progress of their studies in the inclusive set ups. The IE enables them to know their strength and weakness and recognize all learn differently. A positive attitude can make sure happiness. In order to develop a positive attitude, it is required to learn to control it. It is important element to know the beliefs and attitude of students in connection to development of inclusive education system (Nina Gallegos, 2008). Cooperative learning is one of the essential methods to develop positive attitude towards inclusive education in students. This technique contains a positive interdependence, face to face interaction with peers and social skills to complete a task in the classroom. The inclusive education ensures to improve every child's social abilities and academic achievements all through period of schooling.

II CONCLUSION

IE is a global movement to renovating the educational system across the countries. IE primarily involved in changing the attitudes and provides a number of educational benefits to all students with or without disabilities in the classrooms. The social outcome of IE advocates educational benefits to person with disabilities in an inclusive classroom set ups. Inclusive education system is one of important and beneficial for person with disabilities in India. The new educational technologies used in the learning process of students in the classrooms are very effective and make each one of them more independent in life. The ongoing developments of IE practices and policy through collaboration of teachers and students are reflected on learning process in the classrooms. Now teachers have the responsibilities to coordinate all the available supports from the school authorities, parents, community and educational institutions to have benefits to all children in the learning platform of each school.

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