

Teaching for Diverse, Inclusive Needs; With Special Reference to Right to Education-2009

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Abstract

The Indian society is known for the exclusion of the vast majority of masses from access to formal education due to caste based division and hierarchy. Access to formal education in the past was determined by birth. The situation at the end of 18th century-“The Indian society was then highly stratified, hierarchical and in egalitarian. The educational picture broadly reflected this socio-economic background of inequality, the access to formal education was a scriptive mostly based on birth and restricted to the literary and priestly castes or classes, well-to-do landlords, moneylenders and traders”. Inclusive education refers to a philosophical position as well as an arrangement of institutional facilities and processes. This is to insure access to and conditions of success in education for everybody, including those in the margins, either with learning difficulties because of physical or mental disabilities or because of their social position. Analysis of inclusion reveals that it is both a term and a process that is relative in its interpretations and applications in respect to the various historical cultural and pedagogical traditions, social structures, medical services and resource availability, political, legal and policy frameworks, economic priorities that a country embodies or that an education system or school operates within at any point of time. The Present paper highlights the teaching for diverse, inclusive needs with special reference to RTE 2009; also paper reveals the challenges of inclusive education and their scope. When we talk about the Indian society and culture then it is very difficult to handle those students who differ from the normal students but they play very important role for family, society and schools.

Introduction

According to NCTE 2009 Inclusive education refers to a philosophical position as well as an arrangement of institutional facilities and processes. This is to insure access to and conditions of success in education for everybody, including those in the margins, either with learning difficulties because of physical or mental disabilities or because of their social position.

Any analysis of inclusion reveals that it is both a term and a process that is relative in its interpretations and applications in respect to the various historical cultural and pedagogical traditions, social structures, medical services and resource availability, political, legal and policy frameworks, economic priorities that a country embodies or that an education system or school operates within at any point of time. To T M Skritic, “Inclusion is categorically seen as both a process of access, with related considerations of the conditions for access

towards the participation of all students, and as a process of change in terms of the legislation, policy and educational practices that are developed, and formation of positive attitudes among participants.

So, inclusion is a concept that is essentially based in the philosophical and pedagogical traditions that we embrace and the international and national imperatives on which we are committed and which as a society we attempt to implement. According to L Vislie and P Wagner, "In the educational system that a country provides, inclusion may be perceived as a cycle between differentiation and uniformity. Differentiated education systems based on high degree of specialisation adapted to the needs of individuals and groups. Responsibility of curriculum planning and delivery is devolved to local schools or regions, and often there is found high level of decentralisation and individualisation in planning and choice among school programmes and support services. Reforms of highly differentiated service systems usually involve an increase in the degree of centralisation- through legislation, policy, national curriculum, funding or evaluation to insure central control and equitable distribution of resources. It is actually a political issue that can undermine the outcomes of effective education policy towards inclusion of students.

Vice versa is the case with uniform education systems. They are recognised by a high level of central control of legislation policy, funding, teacher standards and other guidelines for practice, central curriculum policy and the maintenance of particular pedagogic traditions. Reforms to these uniform systems usually involves greater decentralisation. In practice there is a dynamic, cyclical process with national and local systems of education moving between the two extremes uniformity and differentiation depending on changing socio-cultural and economic-political factors or influences. The Convention on Rights of Persons with Disabilities is a case in point, with its emphasis on uniformity in legislation and policy, but differentiation at national levels to the needs of individuals within their society.

Need of Inclusive Education

Meeting the educational needs of students is the part of development of equitable provision in an inclusive society where individual rights are recognised and protected. The UN Charter on The Rights of Child states that all children have a right to education and as a consequence the right to progress. Failure to provide education and create the conditions for individual progress may be seen as a denial of a child's rights. Denial of these rights or capabilities with regard to children can be seen as a precursor of social exclusion. Classrooms are no longer homogenous group because of every child is different in terms of socio-cultural background, language, gender and human diversity. Diversity is an inherent part of the society. Hence while addressing the needs of different learners, teachers need to be aware what the areas of diversity are and how they overlap and affect Child's learning. Teachers need to prepare lessons which accommodate and facilitate learning, irrespective of the child's socio-cultural-background or learning style.

Scope and Challenges of Inclusive Education:

The Indian society is known for the exclusion of the vast majority of masses from access to formal education due to caste based division and hierarchy. Access to formal education in the past was determined by birth. To J. P. Naik, the situation at the end of 18th century-“The Indian society was then highly stratified, hierarchical and inegalitarian. The educational picture broadly reflected this socio-economic background of inequality, the access to formal education was a scriptive mostly based on birth and restricted to the literary and priestly castes or classes, well-to-do landlords, moneylenders and traders”.

Preamble of the constitution of India embodies the spirit and the backbone of the Right to Education. It promises and insures for all citizens of India.

Justice: Social, Economic and Political,

Liberty: Of thoughts, expression, belief, faith and worship,

Equality; Of status and opportunities and to promote among them all,

Fraternity: Assuring the dignity of individual and the unity of the nation.

A serious reading of the Preamble of the constitution of India as a researcher in Education it seems that in the absence of meaningful education neither justice of any amount nor equality and fraternity can be practiced.

India became an independent nation in 1947 after a long British colonial rule. To Granville Austin, “Indians are now free to shape their own destiny”. However the founders of the constitution failed to provide a due share to the children of India in general and a right to education as a “Fundamental Right” in particular. In fact the sub-committee of the constituent assembly on Fundamental Rights placed free and compulsory education in the list of Fundamental Rights under clause 23. But the advisory committee of the constituent assembly rejected it and sent it to non-justiciable section.

The verdicts given by honourable High Courts and the Supreme Court from time to time clearly established inseparable lineages between the provisions of Fundamental Rights Part 3 and the provisions of the Directive Principles of State Policy in Part 4. In the advisory opinion in the matter concerning Karnataka Education Bill as back in 1958, a special bench of Supreme Court speaking through justice S.R. Das, the Chief Justice made the observation, “In determining the scope and ambit of the fundamental rights relied upon by or on behalf of any person or body, the court may not entirely ignore these Directive Principles of State Policy laid down in Part 4 of the constitution but should adopt the harmonious construction and should attempt to give effect to both as much as possible. In the landmark decision of the case of *Keshwanand Bharati vs State of Kerala*, in the words of justice Hegde and Mukherjee, “ there is no anti-thesis between fundamental rights and the directive principles of state policy, one supplements the other .

The discourse got a logical end in the case of *Unnikrishnan J. P. Vs State of Andhra Pradesh* in 1993. Supreme Court affirmed that Part 3 and Part 4 of the Constitution of India not only mutually supplement and complement each other but one also flows from the other. This was

a path-breaking verdict in the history of the journey of the Right to Education for all the children until the age of fourteen years.

Objective of the Study

- To understand the concept of Inclusion.
- To comprehend the existing notions of social justice, equality and equity in all spheres related to children.
- To explore the ways to establish right to dignified life through education
- To analyse all forms of discrimination and exploitation.
- To consolidate the right to equitable care, protection and education in India.

The ideals of social justice and equality of opportunities formed an integral part of the Right to Education in the Constitution specifically linked to Article -21. It gives broader meaning to the right to life that is the right to a dignified life. To Plato, the great Greek philosopher, “Education is the torch bearer, which brings us from darkness to light”.

Concluding, we can say that Right to Education in the Constitution of India is the reflection of the core principles of the Preamble, equality before law(Art 14), prohibition of discrimination(Art 15), equality of opportunities(Art 16), right to dignified life(Art 21), right to education (Art 21A), prohibition of human trafficking (Art 23), abolition of child labour(Art 24), protection of children (Art 39e, f), early childhood care and education (Art 45), and promotion of educational interest of SC/ST (Art 45) including other weaker sections of the society.

Challenges of Teaching for Inclusive Education

India is a country of huge diversity. Students in our classroom vary not only on their socio-cultural background but in their learning style also. The difficulties which must be overcome stem from several sources;

A basic lack of knowledge of the diverse people and the life styles;

The prejudices, most of them are not acknowledged;

Deep seated feelings of guilt, anger, frustration which are often stirred by the discussion of the diversity issue.

A successful pedagogy must start with an awareness of these difficulties and some fundamental strategies for overcoming them. Diversity in classrooms takes multiple forms. We often think of diversity in demographic or group terms such age, class, culture, disabilities, ethnicity, gender or sexual orientation but the most common involves individual difference in terms of background, levels of preparation, learning styles, interests and abilities. To be effective teacher it is important to understand how individual children take in and process information. Not all children learn the same way. Developing an inclusive

curriculum is a transformative process for the instructor and the students. It asks a paradigm shift in which basic assumptions are examined and changed. Thus it requires desire, curiosity, willingness to travel into unknown pedagogical terrain, and patience with oneself and with one's students. In an inclusive education the aim is not to fix the child to fit in. It is more about adapting the educational environment so that the system is more supportive and responsive to a diverse group of learners. Inclusive education embraces and celebrates diverse groups and individuals. The 48th International Conference on Education; The Way of The Future (UNESCO IBE, 2008), recognised teacher education as a key area for future development. A successful teacher training for inclusion can be promoted through the following guidelines;

Special and general education teacher training are integrated and or complementary.

Teachers learn innovative child-centred strategies to teach children with a diverse range of abilities, as well as strategies that promote active student learning and adaptations to meet individual student needs.

Teachers learn curriculum development strategies that encompass broad common goals, facilitate flexible structure, and provide alternative or multiple assessments based on individual progress addressing cultural, religious and linguistic diversity and content, with knowledge and skills relevant to learner's lives.

Teacher training provides hands-on experiences and opportunities for critical reflection as well as on going feedback and support in classrooms.

Review of Literature

Ravindra Kumar and Dr. Preeti Mishra (2016), explained the various challenges before schooling globally as well as domestic level in terms of availability of teachers, infrastructure and government support. They focussed on the fulfilment of 4 As-available, accessible. Adaptable and acceptable in reference to right to education.

Dr. Pradip Debnath (2016), in his study he showed his great concern regarding availability of the basic education to every toddler.

Nanda Hiranmay (2016), in his study, he showed his anguish over literal meaning of right to education. He tried in detail to define that Right to Education is radically a distinct human right and is the key source of power of knowledge in the hand of the citizens.

Ashok. k. Saini (2016), explained in his study RTE-2009 as one of the maximum pioneering academic reforms in India. He suggested the extension of the RTE-2009 up-to 18th year of the age to make it more comprehensive and effective.

Mudita Sharma (2016), explained Right to Education should be provided without discrimination to the child irrespective of gender, caste, creed, race, colour, ability or disability as envisaged in RTE -2009.

V. M. Rajshekhar and R.Shekhar (2016), Education brings enlightenment and ensures rapid

social and economic development. They emphasised on right based framework under the RTE Act that caste legal obligation on the central and state governments to implement this Fundamental Right.

Geeta Rani(2015),explained Right to Education as an essential tool of self-defence in a society where social interactions are based on written media.

Mrs Manjusha Nitin Suryawanshi (2015), this paper analyses that the boon of society not viable without training. RTE has provided first class rudimentary training to all.

Mervin Hyde (2014), Introduced the basic principles behind inclusion, particularly those influencing educational context. A model of inclusion has been provided that may be used to critically reflect on school systems, policies and procedures.

Anna Dipace (2013), the focus of this paper is on the importance of preparing teachers for inclusive education through the acquisition of disciplinary competencies, integrated and strategic use of educational technology using ICT in the Italian scenario for learning of learners with disabilities and special educational needs in inclusive settings within the compulsory school sector.

Preeti Singh (2012), paper highlighted strategies of teaching fruitful for all children in the classroom including children with special needs. The strategies described will help the students understanding the curriculum in a better way and at their level.

Table

Sr. No	Auther Name	Year	Title of the paper	Finding of the Papper
01	Ravindra Kumar & Dr, Preeti Mishra	2016	“Right to Education- A critical evaluation of the right of children to tree and compulsory educaton act, 2009 in the Ligth of 4A’s framework.”	They focussed on the fulfilment of 4As-available, accessible. Adaptable and acceptable in reference to right to education.
02	Dr. Pradip Debnath	2016	“Right to Education Act 2009:An Imperative to Revitalize elementary education in India.”	Shown great concern regarding availability of the basic education to every toddler.
03	Nanda Hiranmay	2016	“Emergence of right to education in India: Issues and challenges.”	Right to Education is radically a distinct human right and is the key source of power of knowledge in the hand of the citizens.
04	Ashok K. Saini	2016	Act-2009:As one of the most pionering Academic reforms in India.”	He suggested the extension of the RTE-2009 upto 18 th year of the age to make it more comprehensive and effective.
05	Mulditia Sharma	2016	“Right to education and inclusive education : Some theoretical perspectives.”	Right to Education should be provided without discrimination to the child irrespective of

				gender, caste, creed, race ,colour, ability or disability.
06	V.M. Rajshekhar & R Shekhar	2016	“Education as a child Right : An Analysis of Right to education Act.”	RTE Act should caste legal obligation on the central and state governments to implement this Fundamental Right.
07	Geeta Rani	2015	“Right to Education	Right to Education is an essential tool of self-defence in a society where social interactions are based on written media.
08	Mrs. Manjusha Nitin Suryawanshi	2015	“Indian constitution and the right to education.”	RTE has provided first class rudimentary training to all.
09	Mervyn hyde	2014	“Understanding Diversity, Inelusion and Engagement	A model of inclusion has been provided that may be used to critically reflect on school systems, policies and procedures.
10	Anna Dipace	2013	“Inclusive Education : strategies and opporortunities for preparing teachers through the use of ICT in the Indian compulsory school.”	Importance of educational technology using ICT in the Italion scenario for learning of learners with disabilities and special educational needs in inclusive settings within the compulsory school sector.
11	Preeti Singh	2012	“Teaching Strategies for Inclusive classroom.”	The strategies described will help the students understanding the curriculum in a better way and at their level.

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