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SURVEY ON EXISTING INCLUSIVE EDUCATION FACILITIES IN VARIOUS SCHOOLS OF ODISHA

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Abstract

This research paper is an exploratory survey research based on various facilities like infrastructural facilities, transportation facilities and other facilities existing in various schools of Odisha in relation to inclusive education. It was found that transport facility is only available in private schools. Schemes and scholarships are only available in state government and kendriya Vidyalaya School.

Keyword: Inclusive Education, Infrastructural facilities, EFA, Materials,

1.0 Introduction

One of the greatest problems faced by the world today is the growing number of individuals who are excluded from meaningful participation in the economic, social, political and cultural life of the society. The Universal Declaration of Human Rights (1949), the United Nations General Assembly Charter (1959) and the United Nations Convention on the Rights of the Child (1989) all acknowledged education as a human right. The Salamanca Statement and Framework for Action on Special Needs Education (1994) suggested "inclusion" in mainstream education to be the norm so that all children have the opportunity to learn. The Salamanca Statement and Framework for Action (1994) asserts that: "Regular schools with inclusive outlook are the most effective means for eliminating inequality and building an inclusive society and achieving education for all". The Millennium Development Goals (MDG) endorsed at the UN Millennium Development Summit (September 2000) targeted the eradication of extreme poverty and hunger and the achievement of universal primary education as its first two goals. Inclusive Education offers a strategy for reaching disabled children and adults and other marginalized or at risk groups, who normally constitute the poorest of the poor in developing country. "Inclusive education in special education may be a recent concept, but a kind of inclusion is an accepted approach in general education. In a general classroom in India, children with different levels of mental abilities study together. A classroom teacher usually targets the average learner in his/her teaching, but is also exposed to situations of handling slow learners as well as academically advanced learners. Therefore, inclusive education on the basis of cognitive abilities is already in vogue in general education. General classroom teachers apply this method of teaching without labelling it as inclusive education. Only children at the two extremes of cognitive abilities are classified as mentally retarded and gifted children. Group of slow learners but not mentally retarded and academically advanced learners but not gifted children are certainly different from average learners. However, they are taught by general classroom teachers only-(Mani, 2009). Inclusive education is a new approach for educating the children with disability and learning difficulties with normal ones under the same roof. It attempts to fulfill the learning needs of all children with a specific attention on those who are prone to marginalization and exclusion. It (Inclusive Education) aims at integrated development of children with special needs and normal children through mainstream schooling. Inclusion is a value approach not a theory to be tested experimentally. All the children whether they are disabled or not have the right to education. In the context of present Indian education system where resources are insufficient even to provide quality education for common