

A STUDY OF SCENARIO OF TYPES OF SCHOOLS: MAIN STREAM, SPECIAL, INTEGRATED, AND INCLUSIVE

Dr. Laxman S. Marathe, Assistant Professor, Vidyaniketan Social Culture Educational Multi Objected Oriented Society, Dhamdod, Post - Umarde Khurde, Tal. Dist. Nandurbar

1. Introduction :

There are various techniques used to learning various concepts. One of them is Concept mapping. The 'Concept mapping' technique is used for visualising relationships among different concepts. The Concepts are connected with labelled arrows. The relationship between concepts is articulated in linking phrases. It has subsequently been used as a tool to increase meaningful learning in the sciences and other subjects as well as two represent the expert knowledge of individuals and team in education.

2. What is Inclusive Education?

Inclusive Education is a new approach towards educating the children with disability and learning difficulties, with that of normal ones within the same roof. It brings the disability students with the main stream of education. In inclusive Education the following things are expected.

- Mainstreaming the Students
- Increase academic skill with normal students
- Emphasis on changing system rather than Child
- It is process and outcome
- Acceptance of all with their differences

3. What are the Definitions of Inclusive Education?

Inclusion Education is viewed as an extension of Special Education. It is brought from mainstream education approaches. It is a blend of mainstream and special education. It is a A 'rights-based framework'. It is the valuing of diversity in the community. It expects the contribution from every person to uplift the special child.

The Action Plan for Inclusive Education of Children and Youth with Disabilities 2005 defines Inclusive Education as "In its broadest and all-encompassing meaning, inclusive education, as an approach, seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners, young people, with or without disabilities, being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. This is possible only in a flexible education system that assimilates the needs of a diverse range of learners and adapts itself to meet these needs. It aims at all stakeholders in the system (learners, parents, community, teachers, and administrators, policymakers) to be comfortable with diversity and see it as a challenge rather than a problem"

According to Ture Johnson (2002) ‘Some children feel ‘left- outs’ and never enter school or enter only for a few years and, as repeaters, become ‘drop-outs’ or, more correctly ‘pushed-outs’, without their needs having been met. These children are a vivid illustration of the failure of schools to teach rather than the pupils’ failure to learn. A school system emphasizing Education for All should ensure the right of all children to a meaningful education based on individual needs and abilities.’

According to Kauffman “The term mainstreaming is used to mean an integration of regular and exceptional children in a school setting where all children share the same resources and opportunities for learning and full time basis.”

Stephan and Blackhurt explained it as “Inclusive Education is a set of values, principles and practices that seeks more effective and meaningful education for all students, regardless of whether they have exceptionality labels or not.”

According to Michael F. Giangreco, “Inclusive school or set up may be defined as a place where everyone belongs, is accepted, supports and is supported by his or her peers and other members of the school community in the course of having his/her educational needs met.”

4. Nature of Inclusive Education:

The inclusive Education involved various aspects for educating the special need students. They are as follows;

- **Generating Special Facilities and Provisions:**

Inclusive Education is largely interpreted as generating special facilities for the education of the ‘physically and mentally challenged children’. It also interpreted as making provisions for the education of the ‘physically and mentally challenged children’.

- **Focus on Special Needs and Special System**

Special needs students are not excluded from education that all other ‘non-challenged’ children get access. It provides special systems for such students by providing adoptive system.

- **Focus on Children who are excluded from regular school**

The large segment of children from rural, indigenous, and economically poor communities are involved in the inclusive education. Inadequate access or inappropriate infrastructure or poor quality of curriculum and pedagogy is kept away from educating students.

5. What are the differences between Inclusive, Integrated and Special Education?

In educational settings, mainstream, special, integrated, and inclusive schools represent different approaches to educating students, particularly those with special needs. Mainstream schools primarily serve students without disabilities, while special schools cater specifically to students with disabilities. Integrated schools place students with disabilities in regular classrooms with additional supports, while inclusive schools aim to create a learning environment where all students, including those with disabilities, can thrive, with the system adapting to meet their diverse needs.

1. Mainstream Schools:

These are traditional schools that primarily serve students without disabilities. They focus on academic achievement and preparing students for higher education or the workforce. The key features of these schools are based on standard curriculum, teaching methods, and assessments designed for typical learners.

2. Special Schools:

These schools are designed to meet the unique needs of students with disabilities. They focus on providing specialized education and services tailored to specific disabilities. The key features of these schools are, they may include specialized programs, therapies, and support services.

3. Integrated Schools:

Integrated schools where students with disabilities are placed in regular classrooms alongside their peers without disabilities. This type of school focuses on providing a learning environment where students with disabilities can access the same curriculum and instruction as their peers, but with additional support. The key features of these schools are, they may include resource rooms, individualized support, and specialized instruction to help students with disabilities succeed.

4. Inclusive Schools:

Inclusive Schools that aim to create a learning environment where all students, including those with disabilities, are valued and supported, and the system adapts to meet their diverse needs. This school focuses on ensuring that all students have equal access to quality education and resources, regardless of their abilities or disabilities. The key features of these schools are, they may include flexible teaching strategies, individualized support, and a focus on creating a welcoming and inclusive environment for all students.

In essence, mainstream schools are for students without disabilities, special schools cater to students with disabilities, integrated schools place students with disabilities in regular classrooms with additional support, and inclusive schools strive to create a learning environment where all students can thrive, with the system adapting to meet their diverse needs.

References:

1. https://www.researchgate.net/post/What_Is_Education_in_Your_Understanding_Does_It_Change_with_Time
2. <http://www.kmbtoolkit.ca/what-is-kmb>
3. <https://www.unchainyourbrain.org/2019/11/14/why-clarifying-your-values-boosts-self-esteem-the-hawaiian-concept-of-pono/>
4. <https://theforbiz.com/wp-content/uploads/2021/07/acquiring-a-skill.jpg>
5. <https://www.dreamstime.com/photos-images/critical-thinking.html>
6. <https://world-education-blog.org/2020/10/05/teachers-need-training-on-inclusion/>
7. <https://www.slideshare.net/anam1994/inclusive-education-113525517#:~:text=Inclusive%20Education%20is%20defined%20as,%2C%20learning%20styles%20and%20language.%E2%80%9D>

8. [https://www.ijhssi.org/papers/vol7\(10\)/Version-2/E0710022432.pdf](https://www.ijhssi.org/papers/vol7(10)/Version-2/E0710022432.pdf)
9. <https://www.slideshare.net/S9Sitakant/nature-of-inclusive-educationpptx>
10. <https://learningmaterialghg.blogspot.com/2017/10/difference-between-special-integrated.html>