

International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open access journal

Impact Factor: 8.3 www.ijesh.com ISSN: 2250 3552

Special and Inclusive Education: Perspectives, Challenges and Prospects

Mr. Ajay Kumar Yadav

Assistant professor, Ranjeet Singh Memorial College of education & Technology,
Chhara (Jhajjar) Haryana

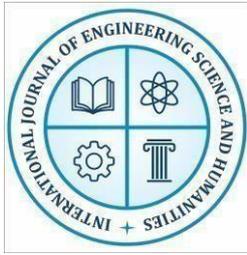
Abstract:

Although an inclusive vision is advocated for in Article 24 of the UN Convention on the Rights of Persons with Disabilities, it is not fully implemented in education systems worldwide. First, there is a lack of evidence showing that inclusive education is better than traditional special education services; second, prominent senior academics in the field of special education have come under fire for advocating complete inclusion rather than inclusive education. While those in favor of inclusion have pointed to special education's 20th-century shortcomings as evidence that it failed to adequately serve kids with disabilities, the history behind these shortcomings is complex and lengthy. Their main complaint is that pupils have to be named and grouped into specific categories in order for special education to work. At long last, there has been a call for teachers to think about a limitless education system that includes all children, including those with special needs, in mainstream classes. The rationale behind this is the hope that mainstream classes may one day be able to fit students with disabilities of varying degrees and types. The fourth issue is that, due to the human tendency for error, the process of assigning students to different classrooms is fundamentally subjective. The fifth point is that educators who are truly dedicated to inclusion must think about the practical implications of their principles, yet many people who have pushed for full inclusion have ignored these concerns. Lastly, it is more valuable for students to be truly included when they are actively engaged in a challenging and relevant curriculum than when they are merely present in regular classrooms. That is why we think special education should not be eliminated but rather improved, expanded, and enforced in schools. To effectively educate all kids with special educational needs and disabilities, it is vital to blend key ideas and practices from both special education and inclusive education.

Keywords: disability; special education; inclusion; inclusive education

introduction

Nowadays, discussions about inclusive and special education are among the most prominent topics in the field of educational theory. With the growing awareness of human rights, equality, and diversity, there is a growing expectation that educational systems will be able to meet the requirements of students with a wide range of talents and experiences. The move away from separate special education programs and toward more inclusive frameworks is indicative of a larger effort to guarantee that all students may benefit from a high-quality education. The primary goal of special education has always been to help kids who have physical impairments or learning problems in a more personalized way by using dedicated classrooms, individualized lesson plans, and qualified educators. Although this method guaranteed personalized attention, it frequently caused students to withdraw from their mainstream classmates. Conversely,



International Journal of Engineering, Science and Humanities

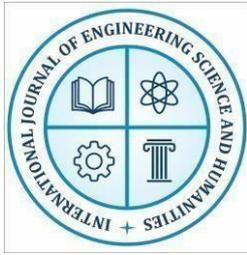
An international peer reviewed, refereed, open access journal

Impact Factor: 8.3 www.ijesh.com ISSN: 2250 3552

inclusive education places an emphasis on all students actively participating in mainstream classrooms with the assistance and accommodations they need to succeed. It is based on the idea that schools should cater to the different requirements of pupils instead of excluding those who do not conform to societal norms and that diversity improves learning communities. There is substantial governmental backing for inclusive education on a global scale, but there are still many obstacles to overcome. Factors such as social attitudes that could be resistant to change, huge class sizes, curricula that are too strict, and a lack of funding are all contributing factors. Meanwhile, inclusive education holds great promise. When done right, it encourages people to open out to one another, lessens prejudice, boosts group projects, and cultivates an atmosphere of tolerance and acceptance. To fully grasp inclusive and special education, it is necessary to look at the issue from several angles, such as those of parents, students, teachers, and lawmakers. Ethical and legal obligations to accessibility and equality must be carefully considered with the practical aspects of execution.

Inclusive Vision versus Special Education Reality Without further ado, every country should implement completely inclusive education systems, as emphasized in General Comment No. 4 to Article 24 of the UNCRPD. This was due, in part, to the controversial assertion made in General Comment 4, which said that, compared to their impaired classmates in integrated classrooms, special education children in regular classrooms learn more. Given this baseless claim, it is imperative to think about the long-term effects of transitioning to and managing single inclusive school systems as well as the future of special education services. This is due to the fact that the current state of special education is forcibly ended by the policy directions provided by UNCRPD Article 24. The Global Education Monitoring Report on Inclusive Education presents new data from a worldwide survey that suggests that assertions of special education's demise may be exaggerated. Just 5% of countries prioritize segregation, while 45% prioritize partial segregation, 12% prioritize integration, and 38% prioritize inclusion, according to the data collected for the report. The data shows that out of all the countries studied, 25% have laws that encourage segregation, 48% encourage segregation to a lesser extent, 10% encourage integration, and 17% encourage inclusion. As a result, it is clear that most countries still use special education facilities that are either partially or completely segregated in order to accommodate a large number of students with impairments and special educational needs. This is against the spirit of the UNCRPD, which states that everyone should have the opportunity to further their education. It would appear that only a small fraction of the youth with special education needs and disabilities attend schools that provide fully inclusive education, even though the majority of nations have ratified UNCRPD Article 24. Since one UN agency advocates for an inclusive vision and another finds a much lower level of inclusion in schools around the world, the next issue is how we arrived at this place. Below, we lay out our argument that this disparity stems from multiple sources.

Misguided Leadership of Key Senior Academics in the Field of Special Education It seems that over the past forty years, a number of well-known senior academics from the US, UK, and



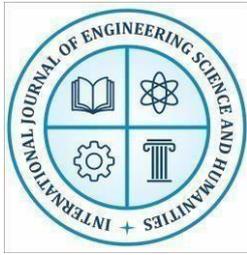
International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open access journal

Impact Factor: 8.3 www.ijesh.com ISSN: 2250 3552

Australia who study and deal with students who have special educational needs and disabilities have lost touch with practitioners and parents. Furthermore, recent research on effective teaching strategies for students with disabilities and special needs has received much too little attention. Bad attitudes regarding special education have persisted for a long time due to harsh criticism from both inside and outside our field, as well as to deliberate deconstruction and unrealistic reform proposals [7]. (70 pages). No child is too young or too old to learn in a typical classroom setting with children of the same age. "All Means All" has come to symbolise the widespread adoption of the idea of full inclusion, which has been championed by a small number of high-profile experts in the field of special education. "This policy direction has been promoted despite numerous complaints of concerns from teachers and parents, as well as a dearth of scientific data demonstrating the advantages of inclusive education versus traditional special education services and placements for specific students. Despite growing evidence to the contrary, these prominent educators have maintained their commitment to a goal of complete inclusion. We will now investigate each of the possible reasons separately. To begin, the issue of providing the best possible education for students with a wide range of disabilities and special needs has been more easily and appealingly framed in terms of a straightforward and uncomplicated concept. Without exception, all students are educated in mainstream classrooms alongside peers their own age—that is the basic idea of full inclusion. This policy can be widely supported and spread with ease. However, there is a significant caveat, as acknowledged by a well-known proverb attributed to H. L. Menken: For every complex problem, there is a simple, unambiguous, and wrong solution. It became evident after taking moral and human rights into account that the oversimplified idea of full inclusion put out by well-known senior special education scholars was mostly based on an incorrect and naïve human rights argument. As discussed in the essay Inclusion or Illusion, Does One Size Fit All? a thorough analysis of the concept, policies, studies, and implementation of full inclusion demonstrates its shortcomings and impracticality. Despite numerous criticisms of the inclusive education model in both academic and public forums, prominent special education scholars have continued to support the model's oversimplified goal of full inclusion for nearly four decades. Secondly, it was considerably easier for other academics, researchers, and practitioners to back full inclusion rather than criticize it after senior academic leaders had already set it as the benchmark for the education of all students with special educational needs and disabilities.

On Limitlessness, Rejection of Current Wisdom, and Futures An limitless product can potentially outsell a limited one. Limitless possibilities are associated with attributes like strength, originality, flexibility, and attractiveness. It shows how much room there is for development and improvement. Old, uncommunicative, weak, and clumsy are some of the stereotypes associated with those who are limited. It foretells a time when there will be no noteworthy developments. The social sciences, according to many, have the potential to reach the same seemingly endless or mind-boggling limits as their natural scientific counterparts. As

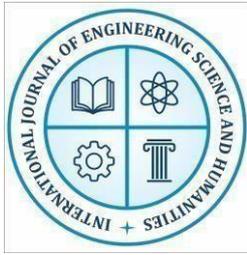


International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open access journal

Impact Factor: 8.3 www.ijesh.com **ISSN: 2250 3552**

an example, they push for extensive educational improvements that are exempt from certain arbitrary regulations. Remembering that reason has limits and irrationality does is critical in this situation. There are no limits to stupidity. Some physicists have taken exception to this reality and made jokes about boundlessness, such as Speed Limit: 186,000 miles per second. Actually, it is mandated by law! Other experts have noted that illogical concepts can pass for innovative and limitless, which leads many to believe them. The idea of endless nonsense has also been challenged by critics in the domains of philosophy and literary studies. Many teachers, particularly those who work with students who have special needs, have joined the endless bandwagon, proposing concepts that, at first, seem reasonable and appealing. However, these theories are proven to be erroneous or illogical by further study and facts. The real difficulty lies in understanding where the infinite and the limited meet, both in nature and in human endeavors. The lines that divide postmodernism, religion, alternative truths, and the imagination are, to put it mildly, blurry. Science has its limitations in terms of what it can comprehend and prove as fact. The universe may be limitless, yet the speed of light and other physical phenomena have limits. Suppose the laws of time, gravity, and evolution were entirely fictitious and then vanished. A person's social circle, in contrast to their limitless mind, has boundaries. While theoretically there is no limit to the variety of possible social structures, in practice there is a finite number of such systems. It is true that one can choose to disregard some parts of one's social surroundings if one chooses to deny their existence. There will be no more separate educational programs for students with disabilities; instead, all students will have equal access to the general education curriculum, which will be highly adaptable and differentiated to meet the needs of a diverse student body. Everyone will no longer require specialised teaching once regular classes are accessible to all. There is a lot of pressure on today's educators to reevaluate the goals, practices, and results of their schools. For some reason, we now think that anything can be imagined, provided it challenges the current norm, and that it has the potential to materialize. This is particularly the case when the promise contradicts widely held views, like the idea that some students would benefit from a different curriculum or environment, or when it goes against what is currently considered to be best practise (for example, when all means all is used to mean that all students, without exceptions, can be taught together). Many proposals to enhance education share a common thread: they question established norms, question widely held beliefs, and propose new approaches to old problems. Some who support alternative methods may believe it is only fair to strive to alter the current situation by dismantling long-standing institutions and instituting new standards. This is why just-in-time, cookie-cutter curriculum is so commonly defended with arguments like this: If we truly want to make a difference in the world, we must be completely crazy, impractical, and unattainable. Remember that those who fought for contemporary societal reforms, such as the abolition of slavery, the suffrage for women, and the legalization of same-sex marriage, were also formerly thought to be completely insane. Yet, in the end, they were proven right. While this may be the case for the stated ideas—slavery, women's suffrage, and



International Journal of Engineering, Science and Humanities

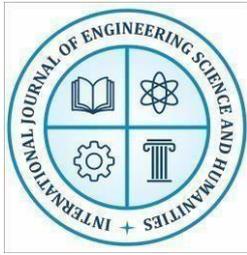
An international peer reviewed, refereed, open access journal

Impact Factor: 8.3 www.ijesh.com ISSN: 2250 3552

same-sex marriage—which are obviously doable but opposed by many, the reality is that not all kids with impairments can benefit from this. A Galileo cliché, as typified by quotations from Mario Livio, an astronomer who wrote a biography of Galileo, comes to mind in the context of education, which seeks to eliminate special education as a reaction to educational discrepancies. With a touch of comic irony, those who disagree with the scientific consensus on matters such as climate change may sometimes bring up the fact that Galileo was a rebel just like them—now revered as a hero.

Practical Considerations in Special and Inclusive Education It is possible that some of the problems in inclusive and special education stem from the mistaken belief that general scientific principles or ideologies may be applied to specific classroom settings. Even though the Heisenberg uncertainty principle and other ideas from subatomic particle physics have no bearing on the macro-physical and social reality in which we actually exist and work, some have tried to apply them to educational and social issues anyhow. There is a common problem in trying to incorporate postmodern and DSE ideas into the classroom: these ideas do not seem to apply to the day-to-day work of teachers or have any bearing on the specifics of classroom instruction. For example, advocates for DSE have pointed to the disability community's lack of empathy for people with disabilities and/or recognition of the talents that students with disabilities bring to the classroom as the reason for the system's shortcomings. There were no specific suggestions for reform, however, except from the criticism that special education relies too heavily on tried-and-true approaches to instruction (i.e., a small number of skills) that have proven to be unproductive over the years. It would be great if special education consistently offered skill-based, direct instruction since it has been shown to be the most effective way for teaching children with disabilities. All of the assertions made on inclusion and teaching that are based on DSE have a lack of focus on practical application, as seen by the fact that they do not provide detailed information regarding the implementation of the philosophy or what teachers would really say in the classroom. This one, please; the other one concerning targeted aid is not relevant. This leads to the adoption of an abstract, all-encompassing philosophy that makes passing references to individualism but ultimately chooses to disregard it in favour of focusing on more concrete issues. For example, a typical conclusion is that supplemental educational services cannot be offered independently of the normal curriculum because every kid is different and has individual needs. All students who require them can get them when they are included into the typical school day". Of course, in a perfect world, our classrooms and teaching methods would be tailor-made to ensure that every student is well-suited to their learning environment. This would include providing students with a curriculum that is both meaningful and challenging, as well as with high-access instruction, targeted support systems, and agency.

We hold the view that those who push for mainstreaming education and doing away with special education do so on the basis that they think regular classroom instruction can be modified to accommodate all pupils. Full inclusion is compared to the unrealistic expectations



International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open access journal

Impact Factor: 8.3 www.ijesh.com ISSN: 2250 3552

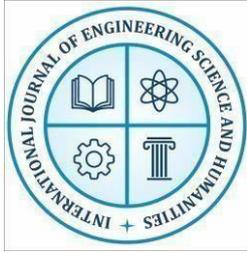
of a world where everyone can drive any land-based vehicle with a single license, where everyone can fly any aircraft for any purpose, where everyone can build any type of building, where everyone can treat any disease, and where everyone can handle any case. The importance of specialism in one's chosen career path is obvious to the majority of people. Everyone agrees that specialization is valuable, even when some people take it too far. Given the importance of quality education for all students, it begs the question: why would an expert in education and training believe that specialized training is unnecessary when dealing with children with disabilities? There are fundamental requirements for good teaching that hold true regardless of the type of learner. Specialized knowledge and abilities are required for a wide variety of occupations, including but not limited to: driving, aviation, building, medicine, hospital management, law, dentistry, and many more. We are fully cognizant of the fact that it is ridiculous to anticipate a practitioner to possess mastery in every field of psychiatry, psychology, or medicine. It goes without saying that specialisation is important in every career path, that specialised training is required for effective specialisation practise, and that specialists perfect their craft by constantly putting what they have learned into practise. The idea that someone can work in special education with just one endorsement or credential is completely ridiculous to us.

Conclusion

Under the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), every nation was urged to establish comprehensive educational systems that accommodate all students. New information presented in the Global Education Monitoring Report on Inclusive Education suggests that these claims may be overstated. No child is too young to learn in a classroom setting with peers their own age. Full inclusion is an idea that has the backing of specialists in special education. Recent studies on what helps impaired students succeed in the classroom have received far less attention from them.

In "Inclusion or Illusion?" the author delves into the idea, legislation, studies, and methods of mainstreaming all students—including those with disabilities and special needs—into mainstream classrooms. It is a prime example of the boundless potential for growth and improvement. Some stereotypes about people with disabilities include that they are uncool, elderly, weak, and clumsy. Changes to the educational system often face resistance from the general public.

It may be vital, if not ethical, for certain advocates of new approaches to strive toward changing long-standing institutions. According to Nick Bostock, we ought to be irrational, impossible, and unreasonable if we wish to make a difference in the world. Some of the problems in inclusive and special education have their roots in people trying to force abstract scientific ideas or ideologies onto real-world classroom situations. The best approach to teaching children with disabilities is skill-based, direct instruction, and it would be great if special education provided this on a regular, predictable, and reliable basis. Insufficient attention to



International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open access journal

Impact Factor: 8.3 www.ijesh.com ISSN: 2250 3552

practical application is a recurring theme in DSE-based remarks about education and inclusion. This is evident in the lack of specificity regarding the implementation of the philosophy. The upshot is the establishment of a generic ideology that skirts the topic of individualism while ignoring it altogether. We find it absurd that special education requires only a single endorsement or qualification to work in the sector. We are fully aware that it is unreasonable to expect a practitioner to be an expert in every possible topic. Knowing your stuff is crucial in any line of employment, that much is obvious.

References

1. UNCRPD (United Nations Convention on the Rights of Persons with Disabilities). 2016. Available online: [https:// www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html](https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html) (accessed on 12 August 2020).
2. Cook, B.G.; Cook, L. An examination of highly cited research on inclusion. In *On Educational Inclusion: Meanings, History, Issues and International Perspectives*; Kauffman, J.M., Ed.; Routledge: New York, NY, USA, 2020; pp. 130–159.
3. Anastasiou, D.; Gregory, M.; Kauffman, J.M. Commentary on Article 24 of the CRPD: The right to education. In *Commentary on the UN Convention on the Rights of Persons with Disabilities*; Bantekas, I., Stein, M., Anastasiou, D., Eds.; Oxford University Press: New York, NY, USA, 2018; pp. 656–704.
4. Anastasiou, D.; Felder, M.; Correia, L.; Shemanov, A.; Zweers, I.; Ahrbeck, B. The impact of Article 24 of the CRPD on special and inclusive education in Germany, Portugal, the Russian Federation, and Netherlands. In *On Educational Inclusion: Meanings, History, Issues and International Perspectives*; Kauffman, J.M., Ed.; Routledge: New York, NY, USA, 2020; pp. 236–245.
5. Hyatt, C.; Hornby, G. Will UN Article 24 lead to the demise of special education or to its re-affirmation? *Support Learn.* 2017, 32, 288–304. [CrossRef] 15