




**DIFFERENCE BETWEEN
SPECIAL, INTEGRATED AND
INCLUSIVE EDUCATION विशेष,
समेकित और समावेशित शिक्षा
मे अंतर**



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- Special Education as a separate system of education for disabled children outside the mainstream education evolved way back in the 1880s in India.
 - It was based on the assumption that children with disability had some special needs that could not be met in mainstream Schools therefore, they need to study in a separate school with other children having similar needs. Special schools exist all over the world in the form of day or residential schools, and also special classes are attached to the mainstream schools.
 - In 1947, India had a total of 32 schools for the blind, 30 for the deaf and 3 for mentally retarded (Disability in India:

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- The special schools are generally organised according to different disability categories.
 - There are schools for children with visual impairments, for the intellectually challenged and for those with hearing impairments.
 - The major disadvantages of separate education in separate environment are that, the children staying away from families may find it hard to readjust to their families, peers and communities, and children usually have to leave their families and communities to stay in a residential setting because these schools are usually not available in their immediate environment.

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- The special schools however, have some advantages like they can play an active role in giving resource support for the mainstream schools by providing specialised services.
 - Also since the children are taught by a specialist having expertise on specific impairments, their needs may sometimes be understood better.
 - In a special schools children grow up with their disability peers and develop a common culture.


INTEGRATED EDUCATION


- Disabled people of all ages and/or those learners with 'Special Educational Needs' labels being placed in mainstream education settings with some adaptations and resources, but on condition that the disabled person and/or the learner with 'Special Educational Needs' labels can fit in with pre-existing structures, attitudes and an unaltered environment.
- For example: the child is required to "fit in" to what already exists in the school


INCLUSIVE EDUCATION

समावेशित शिक्षा

- Disabled people of all ages and/or those learners with 'Special Educational Needs' labels being educated in mainstream education settings alongside their nondisabled peers, where there is a commitment to removing all barriers to the full participation of everyone as equally valued and unique individuals.
- For example: education for ALL

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- Inclusive Education is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality.
 - It has the following characteristics:
 - Inclusive Education acknowledges that all children can learn;
 - Acknowledges and respects differences in children: age, gender, ethnicity, language, disability, HIV and TB status etc.;
 - Enables education structures, systems and methodologies to meet the needs of all children;
 - Is part of a wider strategy to promote an inclusive society; and
 - Is a dynamic process that is constantly evolving.

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- Inclusion in education involves the process of increasing the participating of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
 - Inclusion involves restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality.
 - Inclusion is concerned with the learning and participation of all students vulnerable to exclusionary pressures not only those with impairments or those who are categorised 'having special educational needs'.
 - Inclusion is concerned with improving schools for staff as well as for students.

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- A concern with overcoming barriers to the access and participation of particular students may reveal gaps in the attempts of a school to respond to diversity more generally.
 - All students have a right to an education in their locality. Diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning for all.
 - Inclusion is concerned with fostering mutually sustaining relationships between schools and communities.
 - Inclusion in education is one aspect of inclusion in society.



Special Education	Integrated Education	Inclusive Education
High Cost	Cost not so High the child is seen as a problem and not the system	is all about effective learning by all children including children with disability.
Charity Oriented	S/he is considered to be different from others	based on the social model of disability
Teacher Effectiveness limited to the group	s/he cannot learn it is her/his problem	emphasises quality of education
May have low Self-esteem	based on the medical model of disability	not mere placement in education
Special Educator Special Curriculum Special methodology	views a child with disability with clinical blinders needing remedy	considers that if the child is not learning then the system needs to be blamed

Special Education	Integrated Educati	Inclusive Education
Limited Opportunities for Participation	Selected Regular School	Child Remains as She is, Rights Recognised and Actualised
Special School	Regular Resource Teacher, Specialist	Equal Opportunities for Participation
	Curriculum and Methodology Subject Centred	Teacher Effectiveness in Including all in the Learning Process
For Special Children like the Visually Impaired	Teacher Effectiveness Unchanged – Limited to other Children	Curriculum and Methodology Child Centred Constructivist
	Rights Recognised not Realised	Teacher Effectiveness in Including all in the Learning Process
	Selected Regular Child Brought near Normal School	School – She would naturally go to the Neighbourhood

**THE DIFFERENCE BETWEEN THE THREE APPROACHES IS
GIVEN BELOW IN THE FORM OF DIAGRAMS:**

