

Role of Literature in Inclusive Education

Jayathilakan.P.K. Mohammed Ali Jinnah

Abstract Purpose of this paper is to help the teachers to implement pattern of teaching strategy based on inclusive Education, in the light of using literature as a class –room process. And this study examined relationship between teaching perception of inclusion and their teaching practices.

So in this paper I am focusing on how language teacher can overcome the complex, issues, surrounds and challenging situations of inclusive Education in the class –room. Various aspects of learning Disability that can be interacted by intellectual teachers through their professional development. Potential implications of the teaching strategies will help the slow learners and reluctant learners. Every Teacher in the class-room can carry out proper inclusive Education in a common learning Environment. It is also considered to be the development of challenged students is possible based on particular syllabus. The elements of language curriculum, instruction and setting that can be modified for adaptation.

I am highlighting the role of literature in inclusive education pertaining to the various aspects of innovative teaching strategies.

Key words: Inclusive Education Effective Teaching, Attitudes, Special Education, Challenge, Adaptations Etc.

I. INTRODUCTION

Role of Literature in inclusive Education may include the various aspects of pedagogical implications based on suitable strategy regarding curriculum. So the role of teachers, parents and society are very important. Implementing the curriculum for all in the ESL-Class room is a major responsibility of every teacher. It is to think how we can develop effective teaching strategies so that all the children in the ESL room are included in meaningful and enriching learning out come. So it is very important to discuss such as understanding inclusive education, challenging, behavior, building gifted and talented learners and perspective parents. Teaching and Learning in Diverse and inclusive class-room is a contribution of 21st century.

Inclusive education teaches how we can change our society through proper and needful education to non-inclusive category and inclusive category. We can also develop our curriculum and classroom process, by way of exclusionary pressure in the realm of education. So we should provide quality education to the exceptional children. Teacher professional development implications will change the traditional method of teaching in the current curriculum set up. We are not free from the drawbacks of our present curriculum especially based on inclusive education. Poor

planning of government, lack of training to teachers, lack of infrastructure enhancement to the schools, lack of proper teaching and learning techniques, improper administration etc plays a negative role to the development and progress of inclusive education.

So we need a significant approach to managing challenging children is behavior for learning. This theory is base on the idea that a set of three relationship such as i) child and self ii) child and other, iii) child and curriculum. In particular, the aim of enjoy and ‘achieve’ are considered to be the teaching and process in ESL-class-room.

II. WHAT IS INCLUSIVE EDUCATION

The present curriculum set up should have an answer for the right meaning of inclusive education. The term inclusive education is nothing but the volume of including all the students in the well planned curriculum level and become the main part and parcel of learning process. Any kind of barriers based on different areas of teaching and learning process, are not considered to be the best practices for the inclusive education.

Teaching technique should be improved as a part of implementing teacher professional development. Pertaining to the age level of such students, quality of education can be provided at the best possible situations based on present classroom process and learning enhancement.

In case of general education settings learners of all level are to be accommodated in a single class-room set up. All types and sorts of young learners should be given fruitful and useful curriculum process. Cases of exceptionality can't be free from curriculum set up and system.

III. CONCEPT AND NATURE OF INCLUSIVE EDUCATION

A close look at the cited definition may provide the following facts about the concept and nature of inclusive education

- (i) Do not have their own criteria is including students as main aim is to include all the students who are excluded from education.
- (ii) Can be more expensive as special planning is done for infrastructure curriculum and trained staff is appointed.
- (iii) Innovative learning atmosphere is planned for the young learner's teachers in terms of professional skill, judgment, adaptability and flexibility.
- (iv) School and class-room practices that are the framework for effective inclusive education
- (v) The elements of curriculum instruction setting that can be be modified.
- (vi) The inclusive settings children with all shades of exceptionality.

Revised Manuscript Received on 20 September, 2019.

By. Jayathilakan.P.K. Research Scholar, Jamal Muhammed College, Trichy-Bharathidasan University, Trichy, Tamilnadu, India.

Dr. Mohammed Ali Jinnah, Co-author, Asst.Prof., Jamal Muhammed College, Trichy, Tamilnadu, India.

(vii) As a policy matter inclusive education provides a right to the disabled children for being educated with non-disabled children without any differentiation or discrimination.

(viii) Inclusive education provides placing of exceptional/disabled children as equal partners and integrating them in the mainstream schooling.

(ix) By all means, an inclusive education stands as a platform for the disabled children in the means of education.

IV. IMPORTANCE OF INCLUSIVE CLASS-ROOM& RESULTS

It is to say that teachers need professional development and different aspects of knowledge for improving multiple skills among the young learners. And it is the role of every teacher to focus the regular class-room activities among the exceptional children. And every teacher should update innovative aspects of teaching technique for the well being of the young learners. Evaluation and assessment as a part of class-room process should be properly done by every professionally managed teachers.

Dream of special education is to be enhanced to the every exceptional children, only when teachers of the same act well among the learners in the class-room and in general. Both normal children and exceptional children are to be motivated in the regular set up of the class-rooms. Entire participation of all types of learners based on proper and meaningful learning and teaching process are to be considered excellent criteria for inclusive pedagogy.

We know inclusive class-room provide better options for gifted and talented students to acquire knowledge and skills. Teacher professional development also helps them to increase the potentials of the young learners. It is true that most gifted and talented students spend entire time in inclusive class-room of their schools. Every learner especially gifted in area of knowledge are provided spontaneous opportunity to demonstrate their potential in many ways. Gifted and talented students need learning experiences that offer vertical and horizontal extension. As a part of school's culture, professionally managed teachers can differentiate the learning experience of gifted and talented students.

Academically oriented group work will foster the learning capacity of gifted and talented children.

V. ADVANTAGE OF INCLUSIVE CLASS-ROOM

The Inclusive Classroom rather than a default option carries the following advantages over acceleration and segregation.

1. Most gifted and talented are, and will continue to be, educated in inclusive classrooms.

Even if there was a more widespread acceptance of alternatives, it is unlikely that the impact would see more than a very small proportion of gifted and talented students affected.

2. The inclusive classroom approach is potentially a more equitable approach.

There are a number of reasons for this situation, but probably the most influential is the widely held misconception that the potential for outstanding

achievements is must more prevalent among some groups than it is others.

3. The inclusive classroom future-proofs provisions for gifted and talented students.

Building the capacity of inclusive class teachers through dedicated professional development and support will help insulate gifted and talented learners from the impact of 'external' provisions that are 'here today and gone tomorrow.

4. The inclusive classroom better accommodates current views on what giftedness is and how talent develops.

It is much easier in the inclusive classroom to see every child as potentially gifted in some area and to provide access to multiple opportunities to demonstrate this potential.

5. The inclusive classroom can offer a level of flexibility that is more commensurate with the needs of gifted and talented students.

Learner simultaneously, attending to precocity, intensity, and complexity as integrated characteristics that represent cognitive and affective dimensions of the learner.

6. The inclusive classroom can accommodate both qualitative and quantitative differentiation.

The two can coexist very easily in the inclusive classroom, although it must be conceded that qualitative differentiation has dominated provisions in this setting, and there has been wariness about allowing gifted and talented students to progress through the curriculum at a faster pace.

7. The particular needs of gifted and talented students from some cultural groups may be more consistent with the inclusive classroom environment.

Although there is little direct evidence to generalise this finding to other cultural groups, inasmuch as Maori have much in common with other indigenous people, it is likely that this aversion to being separated from the group is widespread.

8. Viewing every teacher as a teacher of the gifted ensures greater consistency of provision for gifted and talented students.

The contention that every teacher is a teacher of gifted and talented students is hardly an extreme idea.

VI. SUMMING UP

Role of Literature in Inclusive Education is not made on the basis that alternatives represent perceived elitism. If the inclusive class-room is to be an effective investment occur in the light of effective teaching of the potential teachers. Programmes of professional development should school-wide and enjoy the active support of super management. Focusing on the inclusive class-room should not be seen as a mandate to discontinue specialist support across or within schools. Inclusive education is focusing on the cognitive and social development of the learners who are either disabled category or non disabled category students. And learners from different skills with different abilities are able to learn from common learning environment. Assimilation and accumulation of each student is different level based on their strength and interest. Inclusive education has become a

bit of a buzz word, but many who use it, and many who oppose it.

“From now on the new paradigm of inclusive education must mark the institution of education, understanding, that the traditional education system, as it was conceived and designed is not only opposed to diversity, but also works against the rights and interest of populations historically excluded”. (Minzo 2007 special Rapporteur on the Right of Education.).

REFERENCES

1. Gill Richard and Felicity Arm strong. Teaching and Learning in Diverse and inclusive Class-rooms .2010 print
2. Educating Exceptional children an introduction to special Education -S.K Mangal -www.phindia.com
3. Oxford Research Encyclopedia of Education <http://education.oxfordre.com>
4. [www.helpguide.org/article/autism.Learning disabilities / Learning disorder.html](http://www.helpguide.org/article/autism.Learning%20disabilities%20-%20Learning%20disorder.html).
5. Learning Disabiliy scert kerala website.www.sre.kerala.govt
6. Learning Disabilities -Teaching Learning strategiesRashmi agrawal BVLN RaoShipra publications -Delhi
7. Professional Development for Language Teachers Jack C RichardsThomas S C FarrellCambridge universitywww.cambridge.org
8. Commonsense Method (6th edition) For children with special Educational Needs Peter Westwood
9. Learning Disorders A Guide For Parents and TeachersWilliam Feld Man, MD FRCPC.