

SHIKSHA SAMVAD

International Open Access Peer-Reviewed & Refereed
Journal of Multidisciplinary Research

ISSN: 2584-0983 (Online)

Volume-1, Issue-2, Oct-Dec- 2023

www.shikshasamvad.com



Exclusion A Threat to Inclusivity in Schools

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Abstract:

School is a microcosm of the society where we live in and it is the reflection of all values which practicing in the society. The education is not all about the reading and writing rather it is the process of preparing an individual for his/her life. The ability of every children are not uniform to access, participate, perform in learning progress hence, it makes several issues in front of school that need to be addressed. In that context inclusion and exclusion are more starkly to manage with the school campus. Exclusion in the school can make discrimination, unequal treatment for any child which force to the child to dropout. The paper based on secondary data source and systematic literature view. In this paper tried to make an attempt to understand the various forms or dimension of exclusion in the school and tried to make a link that shows as a threat to equality which impact on dropout of the child. After that the possible measure are addressed to tackle the obstacle of exclusion in the school.

Keywords: *Inclusive Education, Exclusion, Dropout, Teaching and Learning Process.*

Introduction:

Indeed our schooling system is dealing with pupils who are heterogeneous in nature and therefore, it promotes the diversity of the students. In the National Education Policy (1986) it is seeing that the policy itself give an importance to the equal opportunity and no discrimination in terms of any

context. Further the Right to education Act (2009), tried to forward the guaranteeing of the compulsory education for 6 to 14 years of children by making a meaningful participation and with assurance of stress free school experience and child friendly curriculum environment. Even the right to education (RTE) has an important provision that the private schools must take in a quarter of their class strength from weaker sections and disadvantaged groups, sponsored by the government. Therefore, the educational policies are focusing on the equal participation of all the children or the equal access of the every child irrespective of special children, disadvantage or marginalized which make a sense of inclusion of all children who has different type of need from the general one. Booth (1996) who describes inclusion as “a process of increasing participation of students within and reducing their exclusion from school, the cultures curricula and communities of neighborhood centre’s of learning”. Inclusion is a social justice process that being with the comprehending the fact of how we exclusionary in the school and the society and how we are sanctioned to maintain the exclusion. The exclusionary pattern for exceptional children means to inclusiveness is an inclusion to sustain their involvement in the school. Therefore, inclusion has a close relation to the inclusive education. Armstrong (2005) point out, “an historical perspective in relation to the inclusion and exclusion of disabled students will be a timely reminder that current practices are neither natural nor inevitable or unchangeable”. Though the focus of this paper is not only on exceptional children rather it is a focus of those children who has need the extra support or special need like the minorities, disadvantage group, dalits or the marginalize sections child. Marginalize concept is related to the social exclusion means those people are being considered as different means not normal or not fit into the boundary. However, this all things are can be visualize as discrimination and the discrimination in the educational sector leads to the inequality. Discrimination could be seen as exclusion because it is such kind of practice where people or children are not able to get equal access or equal share of participation in any public sphere either it is education sector or anything else. Taking the view of our constitution it is clear that if the teacher, administrator and the community leaders are break the right to equality or the right to discrimination then it would be invite strict panel action for them. The education sector or the school is the place where the discrimination or exclusion is practicing. Exclusion is behavior or pattern where the children are excluded from the school with regard to their social status, gender, caste etc. secondary literature available on school in India reveals that inclusion/exclusion are serious issue and children from social group and communities experience discrimination in school. Children who experience discrimination and social exclusion will often have lower self esteem, poor self confidence and fewer opportunities for participation and consequently it has an impact on the development of their skill and strengths (Ramachandran, Vimala, Naorem & Taramani,

2012). This experience of exclusion are responsible for several issues like dropout, reduce the capability of the child specially those who are disabled. The Convention on the Rights of the Child also emphasizes that disabled children have the right to special support and effectively calls for equal capabilities (Klasen.S, 1995). Article 23 states: 'States parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community. Therefore no child should be discriminated or exclude from the school or any public sphere means protection from discrimination (Article-14).

The exclusion is a social as well as psychological phenomenon and of course it is mixed of socio-political process. The children are comes to the door of exclusion if they are exploited by abnormal behavior or the mental harassment means forcing to experiencing of low confident, not fit into the normality by their teacher or peers. Exclusion can be both obvious and hidden (Kearney.A,2011). A student may experiencing exclusion at school but what about those factor which are acting to exclude and student may be feel so ignored in some structure of the society and the culture of school are go to unnoticed it.

Practicing different forms of exclusion:

The concept of exclusion is complex and somehow contradictory and some extent too difficult to pin down in specific manner because of that it is used in a range of different discipline and across the discipline, even it can be used in different way to define various things. In education exclusion is such a term which has been used to describe what happens if the students are exclude from the school due to many clumsy or irrelevant reasons. This often results in their academic exclusion. Given the link between school exclusion and long term social exclusion as well as criminality and social disengagement, there is significant risk for young people who are being excluded from school to end up being excluded from society, whether that be through criminal activity or lack of interest or ability to fit in socially (Hawkins.B,2011). The use of exclusion consistently in the school leads the permanent or long term effect on the society because the pupil who are at risk of exclusion they being often felt less interested in education and in the same time they are felt socially disruptive. Exclusion in education does not mean only out of school children as Kearney (2011) said in his book that the term exclusion is not just associated with physical presence at school. A student may be in school but still he is feel experiencing to severer internal and external reasons of exclusion which are associated with school or within school. Hence, the exclusion has many forms and expressions. Practicing of different forms exclusion are discussed below the following manner.

1. **Exclusion from having the life prospect needed for Learning:** Living in the condition of inadequate health and wellbeing means those pupils having a inadequate housing, food, clothing like the marginalize or disadvantage groups and disabled child. Traditionally understandings of disability have been dominated by the medical discourse, which interprets disability as an individual problem where others perceive a person as having has a deficit, an illness or problem that needs fixing or curing (Kearney,2011). This type of notion brings the negative mind set to the educator as well as the other people and the peer and being a result of this the students are experiencing excluded. Though the EWS children are not having enough cloth, food due to financial problem they are also felt exclusion.
2. **Exclusion from entry into School:** one of the most silent practices of exclusion is that the market economy force to prevent the child to have choice school according to their own interest. The market model system encourages competition among different schools with aim of increasing and improving standards of academic achievement. In view of Kearney(2011), the Market model education systems involve schools competing against each other to attract students. As a result of that the private school are not showing any interest to took admission from the disadvantage groups children because the socio economic profile of that category children is not so good and the parents are not helping them to enhance their academic performance. UNICEF (1995) reports found that the socio-economic profile is a barrier to enrollment directly or indirectly and the learning environment and backstopping support from parents and the sheer economics of school participation for extremely poor/landless family, these all factors are acting to pushing children to back to school (cited in Ramachandran,2004,Pp-74). If this kind of picture is mostly taken into account then the children are excluded from equal access. For example Searle (2001) reported that in Great Britain, during August of 1996, it was revealed that, in order to enhance their ranking in performance tables, some schools were refusing thousands of sixteen-year-olds their right to sit the General Certificate of Secondary Education (GCSE) examinations. (cited in Kearny,2011:Pp-13)
3. **Language as form exclusion:** language act as exclusion from meaningful learning experiences means if the teaching learning process are not meeting with the learners needs then they felt they are excluding to equal access to the learning material. Since, the language of instruction and the learning material are not comprehensible for them then they goes through the negative and discouraging experiences from school. Most of the children who are EWS were not able to understand instruction given by the teacher because instruction were in English but when

teacher teach them or gave them instruction in Hindi or bilingual, they could understand it and did their work comfortably (Idnani, D., 2017: Pp94). Therefore the language is a power to include and exclude the child from the school. And for the disabled child those can't speak then it again fall under the medical discourse.

4. Ill treatment of teacher and their fellow student. One of the backdoor pattern of exclusion are lies inside the classroom or in the campus that is the unequal treatment of the teacher and fellow students. This kind of ill practicing are often done in the private school in the urban sector where the dalit parents are wanted to send their child to the better school for example 'hum to jyada padh likh nahi paye par ab hamara bachcha toh kam se kam achche school me padh payega' (Idnani, ed. 2017, Pp-93). But the primary problem is accompanying with the payment of school free, transport charges, uniform, or many other stationary expenditure which forcing the child to feel different from their peers or not equal with them and the along with their teacher have a negative vision towards them. One of the teacher told that one can easily identify EWS children in the class because of their dressing sense, they don't iron their clothes and they put lot of oil in their hair, their white clothes seem either yellow or blue and the teacher was strongly against this inclusion policy (Idnani, ed. 2017, Pp-93). Practicing this kind of exclusionary pattern in the school is an threat to equality as well the RTE act and as a result the child are excluded from their school. For example, *Kusuma* was dropped out of a private school in the midst of 7th class because her parents were not able to pay her school fee and transport fee, and to buy uniform, the school shoes, and all the text books. Her parents also could not able to hire a private tuition for English and Mathematic subjects. In addition to that, she has also experienced ill-treatment of fellow students and teachers. As a result, she is now working as a housemaid in three households (Welsy Kumar. V S J, 2017).

5. Cast discrimination as a form of exclusion: Caste discrimination is most evil practice whether it is in the school or in the society. Most of the time it is found that the dalits, disadvantage children are still experiencing exclusion in some different sates shows by scholar literature of inclusion and exclusion field. No child should be excluded on the behalf of their caste during the time of admission in the school but what would happened if it is practice inside the school. It is found that the caste discrimination are still practicing in the school at the period of Mid-Day-Meal, maintaining a physical distance from non dalits child. headmistress at Primary School in *Shivarampally* shared her experience about caste-discrimination against Dalits in her previous private school in which a few upper caste children rejected the food prepared by the Dalit woman. Later, Dalit woman was replaced by another woman from Other Backward Community by intervention of *Sarpanch* who also belonged to OBC. In other incidents, the

Upper Caste children avoided plates of Dalit children because of purity and pollution concept that had been taught to them by their parents from childhood (Welsy Kumar. V S J, 2017). Mid-Day-Meal inculcate some principle of equality or non discrimination notion within in school and given a space for strengthening the peer relation which brings a good vision about school. In Odisha and Rajesthan children are assign some work where the forward cast child are using the hand pump before and in one school the SC children are not allowed to touch the hand pump (Ramachandran, Vimala, Naorem & Taramani, 2012).

- 6. Gender as a form of exclusion:** For gender equality in the context of universalisation of education specially from the section of marginalize, disadvantage, there are progressive policy to protect the girl child like 1986 policy put special emphasis on women education. But still gender has an issue of exclusion of girl child from the school in some different manner not like don't girls are getting less emphasis on their study and all. The picture of exclusion due to gender is something different like the girl children in the slum areas are preferring to sat back in the house and do their responsibilities towards their sibling in addition to avoid sexual harassment, eve-teasing etc. Padma a Dalit student discontinued her studies from a government school in the year of 2010, because of harassment of upper caste-children and Lakshmi a slum dweller of Premavathipet *Harijanawada*, was a 9th class student, had to walk quite far away distance of nearly 3 kilometres every day to attend classes. She said that some boys teased her by making of unwelcome gestures and comments while coming from school. Later, her mother did not allow her to continue schooling because of this incident (Welsy Kumar. V S J, 2017). Though the case was not inside the school but due to that the girl children are come into the door of exclusion.
- 7. Sitting arrangement as a form of exclusion.** Sitting arrangement could be seen as a form of exclusion if it is done on the basis of their merit, active in the class or caste, socio-economic reason then the child can feel different of their from their peers which can impact their learning. In assam, roll numbers were assigned according to their academic performance and children would sit accordingly to their roll numbers and in Andhrapradesh bright students or those who are active and regular sit in the front and others children are on the back, in Rajesthan the children from adivasi and dalit families sat in the back rows and remain passive and silent throughout the class and a girl Manjula in the AP school was made to sit separately in the last bench because she does not wear proper clothes due to her poor economic status (Ramachandran, Vimala, Naorem, Taramani, 2012). Even the most of the child who are not having good educated profile background of their family, they are afraid to sit in the first row

because their teacher ask knowledgeable question. The sitting arrangement in terms of above mention criteria can force a student to experience that in a some context they are excluding along with it can arise a question to practice of inequality.

- 8. Others form of exclusion:** The exclusionary pattern can be seen in the play ground and in cultural programmes. The child could to see himself or herself as a different from others in regard of their financial condition or the social status of their status of their family. This can help to emerge a notion that they are not equal with them though they have not the opportunities which are other have. Whenever the school organizes games, sports, or cultural programs, the students have to contribute each a small amount of money toward the fund required for purchasing the prizes. But, financial contribution is a constraint for the Dalit students and Sometimes, it is observed that the Dalits do not mind if the non-Dalits play with them, and on the contrary, the non-Dalits do not allow the Dalits to play with them, as they cannot tolerate abuses hurled by the Dalits (Welsy Kumar. V S J, 2017).

Therefore, exclusion is a pattern through which the equality can come to door of threat or by practicing of these forms of exclusion can violet the right of equal access to participate in the teaching learning process. Further the sum total result of practicing exclusion leads to the result of drop out to the child. Govinda. R in 2011 made a study where he mention some Zones of exclusion among them the third Zone is the zone of silent exclusion where children enrolled at primary school but at risk of dropping out. They might attend in the school but often found them irregular or fail to learn at appropriate level of education. In the zone six there are included those children who complete the grade five and before completing the elementary cycle they leave the school, the reason of dropping out may differ greatly in this stage. The dropping rate among the disadvantage , dalits, disabled, marginalize or slum areas are very common due to certain situations which forcing them to do this. Dropout is often influence due to others children drop out and their friend of are influencing them to discontinue their studies and on the other hand the parents are not so much concern toward their child education as they are busy to getting livelihood opportunities to meet their daily lives. The many students are leaving their school because they did not find any interest of own and their parent as well. Some of the child specially, the disabled child are neglect by their parents, peer and the teacher in the school and they found themselves as different they con not equally participate in all the function being having a medical issue which developed a different kind sense among them which are still provoking to leave the school. Some of the reason are could not capture by the teacher and the school managing authority. Even if the child left from the school without any reason the teacher are did not intimate to their parents to find the cause of it. Given below the annual dropout rates are shown following the table.

Average Annual Drop-Out Rate in School Education: 2014-15
(In percentage)

Level	All			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	4.36	3.88	4.13	4.71	4.20	4.46	7.02	6.84	6.93
Upper Primary	3.49	4.60	4.03	5.00	6.03	5.51	8.48	8.71	8.59
Secondary	17.21	16.88	17.06	19.64	19.05	19.36	24.94	24.40	24.68
Senior Secondary	0.25	NA	NA	3.34	3.09	3.22	NA	NA	NA

Data Source: MHRD, Department of School Education & Literacy Statistic Division, 2018.

According to this table, most of the children drop out in the secondary stage compared to other stages. In the primary and upper primary stages, the dropout rates are fluctuating but to some extent are quite similar to each other. In the exclusion, the idea of normal and different is important here, which influences the feeling of exclusion, making them unable to participate equally and hence it gives a space for dropout, either directly or indirectly.

Some Possible Measures: There are some possible measures to discuss which can have a positive result to prevent the practice of exclusionary patterns and further it would help to ensure equality and help to abolish the dropout rate.

1. The first possible measure is to recognize that the problem exists and to cure it in a proper manner.
2. Teachers are the key to any change, whether in the classroom directly or in society indirectly. They are the most crucial agent to ensure the inclusion policy, equality, and for reducing the issues in the way of school function. The effort from the teacher's side can be made like this.
 - **Social adjustment:** Social adjustment of the teacher is a domain which helps to identify their beliefs about social acceptance and not reject or isolate any child in any context. This adjustment can help to develop a positive attitude among the teachers.
 - **Teacher Positive attitude:** The teacher's positive attitude can help the child for their meaningful study, and this attitude can act like a signal towards sustaining their healthy mind so that they can enjoy the teaching-learning process in a stress-free manner. This positive attitude

can also be act as role model for others child who are misconduct with their disabled, disadvantage, dalit or marginalize peers. Therefore the ill treatment of the peer could be finish.

- **Making healthy academic climate:** Conveying the notion that we all are equal inside and outside the classroom with healthy academic process can give taught to the student of not discriminating any one irrespective of their cast, class, gender. This can also help to those children who are sitting in the last bench due to the fear of asking the knowledgeable question by their teacher so that they can build a trust on their teacher and increase the interest to learn.
 - **Making unstructured meeting with parents of the Child:** The teacher take participation to reducing the exclusionary feeling of students as well as their parents. And by doing this they can intimate to their parents so that they can trace the uncovered reason for dropping out.
3. Promotion of children right through school based forums such as Bal sanads, children club, children newspaper. This kind of play has a contribution to minimize the exclusionary patterns.
 4. For reducing the socio-economic barrier the little bit of incentive are has to provide except clothing and books like giving gamming or sporting shoes, dress and the cultural dresses so that no child felt that the economic is the main cause to participate equally in all the school function.

Conclusion: Based on examining the exclusionary practices in the school, one can conclude that the exclusion is such pattern where the children are lefted to their study. The forms of practices exclusion are clearly showing that the children are in the school are facing the difficulties to continue their course. The exclusion of disabled, disadvantage, dalits or marginalize children are having certain degree of issue from their parent as they are illiterate; hence they have low resources in home which compelling to fell low confidence among themselves. The issues of exclusion or discrimination are need to be tackled specially capture the silent zone of practicing the exclusion which ultimate result in dropping out or polling behind the functional numeracy of the child. Because the inclusion is placement of student where the child are equally accessing all the resources of school for their betterment so that they uplift their social status to being fit into the mainstream of the society.

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SHIKSHA SAMVAD

SHIKSHA SAMVAD

An Online Quarterly Multi-Disciplinary
Peer-Reviewed / Refereed Research Journal

ISSN: 2584-0983 (Online)

Volume-01, Issue-02, Oct-Dec- 2023

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Certificate Number-Dec-2023/03



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This Certificate is proudly presented to

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For publication of research paper title

“Exclusion A Threat to Inclusivity in Schools”

Published in ‘Shiksha Samvad’ Peer-Reviewed / Refereed Research Journal and
E-ISSN: 2584-0983(Online), Volume-01, Issue-02, Month December, Year- 2023.

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