

The Role of Guidance and Counselling in Inclusive Education

OPEN ACCESS

Volume: 11

Special Issue: 1

Month: November

Year: 2023

E-ISSN: 2582-0397

P-ISSN: 2321-788X

Received: 29.10.23

Accepted: 18.11.23

Published: 20.11.23

Citation:

Gokul, SB. "The Role of Guidance and Counselling in Inclusive Education." *Shanlax International Journal of Arts, Science and Humanities*, vol. 11, no. S1, 2023, pp. 71–75.

DOI:

<https://doi.org/10.34293/sijash.v11iS1i2-Nov.7321>

S. B. Gokul

HSST Chemistry, K.R.G.P.M.H.S.S Odanavattom, Kollam, Kerala

Abstract

The goal of a 21st century education is to give students the tools they need to thrive in this fast-paced, cutthroat environment. Additionally, it gives them more self-assurance when using these abilities. The comprehension, exchange, and intelligent use of vast amounts of easily accessible information are the main focuses of 21st century skills. Education that is truly transformative needs to be inclusive. People of all genders, abilities, ethnicities, socioeconomic backgrounds, and ages must be able to acquire the pertinent knowledge, skills, and attitudes required for caring and sustainable communities through education in the twenty-first century. Diversity and inclusive education are two essential elements of a prosperous and efficient educational system. Regardless of background, inclusive education can be supported and encouraged by establishing a secure and friendly environment for all students. The provision of guidance and counselling is essential to inclusive education. It makes the classroom engaging and empowering for all students, regardless of their skill level, experiences, or special needs. It's critical that teachers receive the right direction, and that students receive individualised support. Organising inclusive education involves a lot of influence, policy making, and collaboration with families and communities. Special needs children deal with different issues. For students to make good academic and social skill development, an appropriate inclusive education guidance programme and counselling must be able to recognise and address the issues of children with special needs. Children need to be raised in an environment that is conducive to learning together, as this will help them learn how to coexist. The growing movement in favour of giving all children, regardless of their needs, equal access to education is the focal point of inclusive education. In order to promote diversity in the classroom, the researcher's goal in the article "The role of guidance and counselling in inclusive education" is to give an overview of (i) inclusive education, which is a pilot project, and (ii) the necessity of guidance and counselling in.

Keywords: Inclusive Education, Inclusive Classroom, Diversity, Guidance and Counselling.

Introduction

Prior to the implementation of inclusive education practices, students were placed in classes according to their behavioural disorders, socioemotional needs, and abilities. Special Day Classes (SDC) was the name given to these classrooms. This keeps students from interacting with one another and keeps them from learning different social skills that are necessary in the real world. Special day classes are still offered, but more and more schools are stepping up to implement a new teaching approach called "inclusion," which entails a variety of inclusive practices. The principles behind inclusive practices are that education should be focused on a student's abilities rather than their disability and that students with disabilities should be fully integrated into their school's learning communities, or

general education classrooms. “Full-time placement of children with mild, moderate, and severe disabilities in regular classrooms” is what inclusion refers to (Staub and Peck, 1994/95). As a first step, inclusion offers a way for a school to address each student as an individual by taking into account how to best organise its curriculum and instructional materials, as well as allocate all the resources required to support equal opportunities. This lessens the chance of exclusion by assisting schools in increasing their capacity to accommodate all students (Sebba and Sachdev, 1997). In regular preschools, schools, colleges, and universities, inclusive education is defined as a programme for all children and youth with disabilities or disabilities who learn through appropriate resources, according to the Inclusive Education Research Centre (2002). Inclusive education seeks to empower all. The Education Plan has a significant impact on how schools and other learning environments are changed to better serve all students, including males and females, students from linguistic and ethnic minority groups, individuals living with HIV/AIDS, residents of rural areas, and those with disabilities and learning challenges. Gives everyone the chance to learn (UNESCO, 2009). The local school offers inclusive education, and all students are welcome to attend regularly scheduled classes tailored to their age. Students are given all the assistance they require in such an educational setting so they can learn, participate, and engage in all facets of school life. The Indian government started taking the lead in the areas of disabled people’s education and rehabilitation in 1947. All children are included in mainstream education under inclusive education, regardless of their strengths and weaknesses. An inclusive curriculum values the unique qualities of each student and encourages flexibility, which enables all students to more easily accomplish their objectives. Developing Lifelong Learning and Education for All (EFA) requires inclusive education.

Objective of the Study

The Research Paper’s Primary Goal is to give a Summary of the Subject

1. Inclusive Education: A Pilot Project to Encourage Diversity in the Classroom
2. The necessity of counselling and guidance in inclusive education

Research Methodology

This research is descriptive. Numerous sources, including newspapers, articles, blogs, websites, magazines, and other publications, were consulted in order to gather the essential secondary data. In order to draw conclusions, these data were lastly thoroughly examined and analysed.

Review of Related Literature

Suleiman and Afu (2020) concentrated on the significance of inclusive education in Nigeria and how it affects counselling and leadership. According to the study’s findings, students with and without disabilities ought to attend classes together. Teachers and other capable students should view disabled people as equals in the classroom, and society as a whole should be made aware of the importance of inclusive education.

Abikwi (2018) carried out research to find out how inclusive education benefits underprivileged kids. The function of counsellors in inclusive education is another area of emphasis for this study. The study’s findings demonstrate that in order to reduce the gaps that exist between parents, schools, and children with disabilities, counsellors should integrate life skills that support equality and equal access to education and maximise student achievement. In order to better understand how inclusive teachers can support and interact with students who have learning disabilities in the classroom.

Sharma (2016) carried out research. The study’s findings demonstrated that managing diversity in the classroom is one of the most difficult tasks for teachers. In addition to creating a curriculum that fits the needs of all students, including those with learning disabilities, gifted students, and their peers, an inclusive teacher must also address the wider diversity of the classroom.

Oluka and Egbo in 2014 :A study titled Inclusive Education Programmes: Challenges and Roles of Supervision and Supervisors . The article’s conclusion is that counsellors should help special education students become better thinkers by helping them recognise their own abilities and helping them acquire the critical knowledge, abilities, and attitudes that will help them become more independent as students. Special educators ought to concentrate on the student’s abilities rather than their disabilities.

Rasit, Toran and Amat (2012) carried out a study to find out how counselling and guidance services for students with special needs were being implemented in Selangor’s special education secondary schools, as well as the different obstacles that stand in their way. According to the report, both the guidance and advisory services are provided at a reasonable calibre. Counsellors identify three obstacles that prevent the enrollment of more students with special needs: a lack of policies and procedures for implementing services; a lack of personnel qualified to work with students with special needs; and a lack of awareness regarding special educators.

A trial programme called “inclusive education” aims to encourage diversity in the classroom. A more complete, vibrant, and productive learning environment can only be attained by fully integrating students with disabilities. Diversity is experienced by students with varying abilities, interests, and backgrounds when they are given the chance to develop and learn together. The attitudes, values, and abilities required to coexist and collaborate with people in a diverse society are developed in inclusive schools. Diversity and inclusion (D and I) refer to different aspects of a strategy, culture, or set of practices. It’s the students’ feeling of inclusion. A stronger sense of connection and belonging can contribute to improved mental and academic well-being. People with diverse ethnic, cultural, and socioeconomic backgrounds make up diversity. Diversity in the classroom fosters greater empathy, a feeling of self-worth and confidence, and improved teamwork. In terms of race, ethnicity, religion, language, economic status, sexual orientation, and gender identity, today’s educators oversee classrooms that are diverse. The aim of the teacher in a diverse classroom is to help students learn how to construct a just and tolerant society by fostering an environment of inclusion and acceptance of others. A best practice for offering assistance that raises every team member to the same level is inclusion.

The goal of inclusive pedagogy is to establish an environment in the classroom that is productive and inclusive for every student. Inclusion refers to those who feel like they fit in, whereas diversity refers to the types of students in the classroom. Diversity is valued in inclusive education, as parents and students are involved in both goal-setting and decision-making processes that impact them. By encouraging all students to share their opinions on common classroom issues, teachers can foster an inclusive culture in a diverse classroom. It’s about fostering environments where students from various backgrounds collaborate and teaching them how to listen to others with empathy and respect. Instructors can employ inclusive language in addition to resources for learning. Minority groups feel safe in the classroom and gain high self-esteem thanks to all of these resources. Every student in the classroom gains empathy and collaboration skills. Therefore, empathy is nurtured in an inclusive learning environment, and empathy is the foundation for growing up to be a more mature adult, which in turn promotes diversity in the classroom.

The Need for Guidance and Counselling in Inclusive Education

Counselling and guidance are very important in the field of education. While counselling refers to an expert who faces a challenge and needs assistance to overcome it, guidance refers to helping someone in need. One fixed and essential component of training is thought to be training. Guidance and counselling are intended to support students in developing self-awareness, gaining the self-assurance to make wise decisions, and maturing in their relationships and self-awareness. As a result, education must help students develop the proper attitudes and values that will enable

them to become active and productive members of society as well as prepare them for adulthood. Young children should have the opportunity to build a positive identity and self-image through the guidance programme. This will help them form beliefs and a value system that will undoubtedly direct their behaviour. All students, regardless of their abilities, backgrounds, or unique needs, can learn in a supportive and empowering environment thanks to the involvement and instruction of teachers in inclusive education. Training for educators - To help them acquire the knowledge, abilities, and attitudes necessary to meet the varied needs of students, inclusive education calls for support and training for educators. Professional development, resource access, teamwork, and networking are all included in this guide.

- 1. Professional Development:** Teachers should have access to suitable opportunities for ongoing professional development so they can gain a deeper understanding of differentiated instruction, inclusive practices, classroom management, and assessment methods.
- 2. Availability of Resources:** It's critical to guarantee that educators have access to the right tools, including instructional materials, teaching aids, and specialised equipment. This assists in addressing each student's unique learning needs.
- 3. Collaboration and Networking:** Encouraging teachers, special education teachers, support personnel, and experts to work together to share ideas, acquire new skills, and create successful teaching methods for a variety of students.
- 4. Individualised Support for Students:** Part of teaching inclusive education is giving students the one-on-one attention they need to succeed in the classroom. Differentiated instruction, individualised instruction, and individualised education plans (IEPs) are some of the supports provided.
- 5. Collaboration with Families and Communities:** To be a leader and take part in inclusive education, families and communities must be actively involved in the educational process. There are various ways in which this collaboration can occur, including community involvement, open communication, and parental involvement.
- 6. Professionalism and Political Development:** Training and involvement in inclusive education entails advocating for inclusive policies, raising public awareness, and creating procedures that call for active engagement. This entails advocating for inclusive policies, fostering an inclusive school climate, and resolving obstacles.

Benefits of Training and Counselling

1. aids pupils in coming up with answers for psychological issues. This aids in the development of their problem-solving abilities, which will somewhat assist them in resolving life's challenges.
2. Appropriate guidance is provided to students to deal with various school-related circumstances.
3. Assists in disciplining students and moulding their behaviour.
4. Within the school community, students learn how to live in harmony and peace with one another. They consequently learn to value the people in their immediate vicinity and live in harmony with their surroundings. Today's educational system is inevitably reliant on guidance and counselling. It aids and encourages the learner in developing abilities that advance self-control and self-realization. A unique kind of counselling, counselling services make a significant contribution to society by assisting individuals in discovering more about themselves, their parents, and potential future circumstances.

Conclusion

The goal of every parent is for their kids to attend school with their peers without facing any form of ability-based discrimination. Among the crucial steps towards achieving this goal is inclusive

education. Students with and without disabilities can access knowledge and skills equally when inclusive learning and teaching are designed. In order to appeal to a variety of learners, teachers in inclusive learning environments take into account their needs and create unique teaching arrangements. In this way, counselling and guidance are crucial to all forms of learning. In order to preserve a positive environment in the field of education, adaptation, habituation, and development are aided by both guidance and counselling. Counselling assists in problem identification, problem address, and problem solving, whereas training offers solutions. As a result, it is clear that counselling and guidance are crucial to the development of an inclusive educational system.

References

1. Abikwi, M. I. (2018). Inclusive education for children in difficult circumstances: The role of the guidance counsellor. *International Journal Educational Benchmark (Ijeb)*, 10(1).
2. Becker, M. (2019, May). The value of inclusive education. <https://www.opensocietyfoundations.org/explainers/value-inclusive-education> Inclusion in the 21st century classroom. (2023, September 12). Owlcation <https://owlcation.com/academia/21st-Century-Education-Inclusion-in-the-Classroom>
3. Jacob, U. S., & Olisaemeka, A. N. (2016). Inclusive education in the 21st century: Parameters and opportunities for learners with special needs. *European Scientific Journal*, 12(10), 188-196.
4. Oluka, B. N., & Egbo, J. E. (2014). Inclusive education programmes: Challenges and roles of guidance counsellors. *Journal of Educational Policy and Entrepreneurial Research*, 1(3), 40-44.
5. Paul, S., & Chatterjee, B. (2023). Inclusive education in 21st Century of India. *International Journal of Research and Analytical Reviews (IJRAR)*, 10(2), 623-633.
6. Rasit, H. H., Toran, H., & Amat, S. (2012). Implementation of guidance and counselling service to students with special needs in Selangor. *Journal of Special Needs Education*, 2, 76-87.
7. Sarkar, D. (2021). Inclusive education in 21st Century India. *International Journal of All Research Education and Scientific Methods*, 9(4).
8. Sebba, J., & Sachdev, D. What works in inclusive education. Barnardo's, Essex, 1997.
9. Sharms, M. (2016). Innovative values of guidance and counselling for managing children with learning disabilities in inclusive classroom by inclusive teachers. *International Journal of Research in Social Sciences*, 6(12), 556-567.
10. Staub, D., & Peck, C. (1994/95). What are the outcomes for nondisabled students? *Educational Leadership*, 52(4), 36-40. Retrieved from http://staff.pausd.org/areyes/B_Park_Inclusion/Resources/Resources_files/Inclusion%20Research.pdf
11. Suleiman, H., & Afu, M. O. (2020). The relevance of inclusive education in Nigeria: Implementation to guidance and counselling. *Journal of The Nigerian Academy Of Education*, 15(1).
12. UNESCO (2009). *New UNESCO Guidelines on Inclusive Education*. Paris: UNESCO.