Challenges of Inclusive Education in India

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Abstract

The goal of inclusive education is to educate kids with disabilities and learning challenges alongside regular kids under one roof. It gathers all students in one classroom, focusing on maximising each student's potential without taking into account their areas of strength or weakness. According to inclusive education, all categories of people with disabilities should have equal access to school and that extra attention should be given to the learning requirements of children with disabilities. The Indian government expedited the new Inclusive Education programme in order to meet the 2010 deadline for Education for All (EFA). The goal of inclusion is to ensure that a varied range of learners, including individuals with disabilities, speakers of other languages and cultures, families and homes, and interests and learning styles, are included. As far as we are aware, the Indian government has already implemented the RTE Act of 2009, which guarantees free and compulsory education for children between the ages of 6 and 14 years old, regardless of their caste, gender, colour, religion, disability, or language. Education for all helped to integrate many communities, including children from disabled families and members of Scheduled Tribes and Castes, into the mainstream of education. The inclusive education model serves as the foundation for education for everyone. Additionally, love, acceptance, and a sense of belonging are necessities for every child. Nonetheless, it offers them a completely new viewpoint on how to handle diversity or combat unfavourable sentiments. This article explains the idea of inclusive education in India, as well as its implementation's difficulties.

Keywords: Inclusive Education, Disability, Learning Challenges, Children with Disabilities

Introduction

Prior to the early 1990s, all terms pertaining to integrated special education and reverse mainstreaming were replaced with "inclusion" in the hopes that the term would encompass more than just placing students with special needs in regular classrooms; these included social relationships, a sense of belonging, and academic development and learning. An inclusive education system is one that accepts all students without distinction and helps them to engage with the material in a meaningful way. "Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum"(Alquraini & Gut, 2012; Bui, Quirk, Almazan, & Valentin, 2010). Education that is inclusive is not limited to certain kids. It's not necessary for a child to be ready to participate. Every child is prepared to go to regular classrooms and schools at all times. They don't have to earn the right to participate.

Integrated Education for Disabled Children (IEDC), a centrally sponsored programme, was established in 1974 to give disabled children equal opportunities in regular schools and to facilitate their retention. National Educational Policy (1986) also recommended inclusive Education as a "goal to integrate the handicapped with the general community at all levels as equal partners, to prepare them for normal development and to provide them the bravery and self-assurance to face life".Since children are regarded as the future generations of our nation, all school-age children, disabled or not, have the right to an education. The recommended educational strategy for this century is inclusive education, which protects the rights of all children with disabilities. A learning environment that supports each student's complete personal, academic, and professional development regardless of their colour, class, gender, disability, sexual orientation, religion, culture, or preferred language is known as inclusive education, according to UNESCO in 1994.

Concept of Inclusive Education

The literal definition of inclusion is "to include the diversified Entities. Inclusive education is about looking at the ways our schools, classrooms, programs and lessons are designed so that all children can participate and learn. Developing diverse teaching strategies to engage every student in the classroom is another aspect of inclusion.. It also means finding ways to develop friendships, relationships and mutual respect between all children, and between children and teachers in the school. Inclusion refers to the placement and education to the children with disabilities in regular education classrooms, with children of the same age who do not have disabilities. Over all inclusive education is the provision of services to students with disabilities in their neighborhood schools with necessary support services and supplementary aids for both children and teachers. It is a system in which all children from a given community learn together in a same local school including children with learning difficulties, special needs or disabilities. It involves all children learning together with the peers in the same environment and enables all to participate together in the society from the very beginning.

Why is Inclusive Education Important

Inclusive Education is important because it is the responsibility of everyone involved in a child's education-parents, teachers,community and government. Inclusive Education is the provision of equal opportunities for all the children. All human rights are interlinked. This includes the right to education. It is not possible to achieve an effective education unless other rights are realized. And if the right to education is fulfilled, it leads to the realization of other rights. Inclusive education is a human right, it is good education and it makes a good social sense. Research has shown that inclusive education results in improved social development and academic outcomes for all learners.
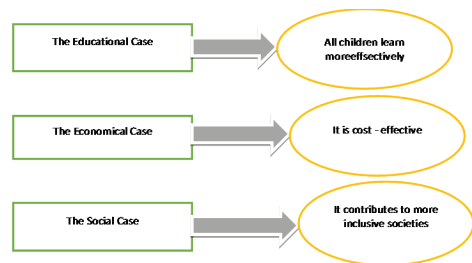

It leads to the development of social skills and better social interactions because learners are expected to real environment in which they have to interact with other learners each one having unique characteristics, interests and abilities. Its aim is to enable child to lead a happy life. A healthy environment is created in his surroundings. It maintains social balances by providing equal opportunity to all. It removes all kinds of prejudices and discrimination. It ensures that children with disabilities are equipped to work and contribute economically and socially to their communities.

Features of Inclusive Education
- Accepting unconditionally all children into regular classes and the life of the school.
- Providing as much support to children, teachers and classrooms as necessary to ensure that all children can participate in their schools and classes.
- Looking at all children at what they can do rather then what they cannot do.
- Teachers and parents have high expectations of all children.

- Developing education goals according to each child's abilities. This means that children do not need to have the same education goals in order to learn together in regular classes.
- Designing schools and classes in ways that help children learn and achieve to their fullest potential (for example, by developing class time tables for allowing more individual attention for all students).
- Having strong leadership for inclusion from school principals and other administrators.
- Having teachers who have knowledge about different ways of teaching so that children with various abilities and strengths can learn together.
- Having principals, teachers, parents and others work together to determine the most affective ways of providing a quality education in an inclusive environment.

Types of Inclusive Education
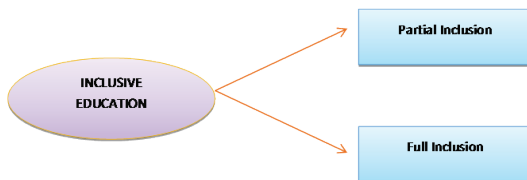
Partial Inclusion

Partial Inclusion Education means allowing children with disabilities to interact with their peers socially and academically, but it does not require the children remain in a standard classroom for all lessons. Sometimes, the children will meet with a special teacher or any kind of therapist separately in a class to avoid disturbing the learning dynamic of the normal classroom. Special education teachers can be in communication with regular teachers to ensure whether the children with disabilities are able to understand and complete their work on time.

Full Inclusion

Full inclusion believe the primary job of educators is to help children with disabilities and to establish friendships with nondisabled persons. Friendship making, attitude change, and social skills development can only occur when Children with Special Needs are in regular classes of age-appropriate and nondisabled Children. If the special needs child performs and functions according to expectations, full inclusion may prove to be a long-term option. Full Inclusion does not meet the student's needs, special education teachers may visit the classroom periodically to provide supplemental instructions. If the student continues to experience difficulty, the school may switch to a partial inclusion model.

Who comes Under Inclusion Education

- Blindness
- Low Vision
- Hearing Impaired
- Mental Illness
- Autism
- Cerebral Palsy
- Mental Retardation
- Work Going Children
- Emotional and Behavioral Disorders
- Locomotors Disability
- Children from 0 to 6 years
- Multiple disorder
- Mental Health Difficulties

Advantages of Inclusive Education
For Children with Disabilities

- Right to Education and Education for all
- It improves the cognitive , motor, speech ,social and emotional development of children.
- It improves the strengths and abilities of the child in learning process
- They develop a friendly relationship with other children
- They participate in public life.
- Develops their mastery skills
- Develops Communication Skills
- Fosters a culture of respect and belonging
- Home based learning
- Promotes education for girls with any kind of disabilities
- Provides a mechanism to respond to language and practical competencies
- They try to work on to achieve individual goal
- It also encourages the involvement of parents in the education of children with disabilities
- Successful inclusion attempts to develop an individual's strengths and gifts.

For Other Children

- Develops social cooperation with people who are different from them.
- They try to maintain a healthy relationship with people who are different.
- They try to help others to achieve a common result.
- They formulate a natural perception of people with different characteristics.
- They learn to value and respect children with disabilities
- They can be benefitted from the funds granted for classroom.
- Sometimes children without disabilities can also learnt something from special education teacher.
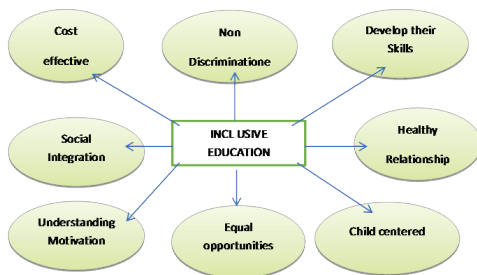
Inclusive Education in India

The Government of India has taken various steps to ensure the right of every child to basic education. Our Government of India has created numerous policies around special education since the country's independence in 1947. Indian Constitutions clearly states about the status of right to equality and opportunity in 1949. In 1974 Integrated Education for Disabled Children (IEDC) was initiated. The Kothari Commission in 1966 highlighted the importance of educating children with disabilities. In 1980s the ministry of Welfare, Govt. of India, realized the need of an institution to monitor and regulate the HRD programmes in the field of disability rehabilitation. The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (1992) also lays the importance and the need for integrating children with special needs with other groups. The Right to Free and Compulsory Education (RTE Act 2009) states that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school. It makes provision for a non admitted child to be admitted to an age appropriate class. In 2005, the Ministry of Human Resource Development implemented a National Action Plan for the inclusion of education of children and youth with disabilities. Then IEDC was revised and named as "Inclusive Education of the Disabled at the Secondary Stage" (IEDSS) was implemented in 2009–10 with the goal of supporting disabled children's inclusive education at the secondary level. Later, starting in 2013, it was incorporated into the Rastriya Madhyamik Shiksha Abhiyan (RMSA). Integrating children with disabilities into mainstream schools is crucial for their socialisation, development of positive relationships, and confidence-boosting. In 1986, the Rehabilitation Council of India was incorporated as a society. The RCI Act was passed by Parliament in 1992, making it a Statutory Body. In 2000, Parliament amended the Act to expand its scope. RCI is important because it controls and oversees services provided to people with disabilities, standardises curricula, and keeps track of all qualified individuals working in the fields of special education and rehabilitation in a Central Rehabilitation Register. Professionals such as audiologists, speech therapists, clinical psychologists, technicians for hearing aids and ear moulds, special educators, and rehabilitation counsellors were among the positions the council aimed to create. Professionals from all specialisations were essential to the success of inclusive education.

Steps Involved in the Teaching Techniques of Inclusive Education

- Designing Games
- Creating Songs
- Involving in problem solving
- Assigning classroom jobs
- Teaching students to help each other
- Giving examples
- Various therapies and exercises
- Mutual relationship between normal students and special needs children
- Including students with special needs in all facets of school life
- Co-curricular activities
- Involving them in fine arts
- Counselling

- Arranging various shows to make them learn new thing
- Develop their abilities

Barriers to Inclusive Education
Attitudinal Barriers
Since they are the closest friends, classmates have a significant influence on the lives of kids with disabilities. Children with disabilities are often the targets of taunting and bullying from their peers without disabilities. Many people experience marginalisation due to other factors such as caste, gender, and poverty. Negative attitudes and social exclusion lead to social discrimination, which in turn causes isolation and creates barriers to inclusion.

Physical Obstacles
Many students who commute to school find it extremely difficult that there are no wheelchair ramps in schools, parks, playgrounds or public transportation. These amenities are not found in the majority of school buildings.

Inappropriate Curriculum
One of the main barriers to or resources for assisting in the creation of a more inclusive educational system in any given system is the curriculum. It occurs as a result of its failure to satisfy the requirements of a wide variety of unique learners. The knowledge-based curriculum also causes the exams to be overly content-oriented as opposed to success-oriented. This makes it difficult to gauge the academic success of kids with special needs.

Untrained Teachers
One obstacle to successful inclusion is teachers who lack training or who are unwilling or unenthusiastic about working with students who have special needs. Currently, teacher preparation is provided in a fragmented and insufficient manner. one for kids with special needs and another for kids with average ability. Since many educators lack the necessary training and a positive attitude towards students with special needs, it is unlikely that these kids will receive an adequate education.

Inadequate Funding
Although it is uncommon, adequate funding is a requirement for inclusion. Inadequate facilities, highly qualified and experienced instructors and other staff members, instructional resources, and overall support are frequently lacking in schools. Motion sensors for opening doors, toilet flushing, and automated door buttons for simpler door access are a few examples of how technology can be employed. It would be necessary to develop educational materials for people with disabilities. For students with hearing impairments, this could take the form of an additional visual resource bank, braille books, or a digital library. In order to train and retrain teachers to teach people with disabilities in inclusive environments, financial resources would also be needed. In order to achieve this, more money from the government will need to be spent on education.

Ineffective Management of the Educational System
Insufficient communication among educators, guardians, pupils, administrators, and experts. Consequently, there is a dearth of information regarding the total number of students who are expelled from school.

Policies as Barriers
Legislators with divergent opinions on inclusive education pose a challenge to its implementation.

Challenges of Inclusive Education in India
India's population is divided into distinct socioeconomic and caste groups, and the nation is multilingual, multicultural, and multireligious. The primary goal of inclusive education is to provide students with assistance. After the nation gained its independence, the government has developed a number of special education-related policies. Teaching children with disabilities in mainstream classrooms may present several challenges. The Indian government has made an effort to develop policies that are inclusive of individuals with disabilities; however, the implementation of these policies has not produced an inclusive educational system. Additionally, more students are dropping out of school, particularly in areas of extreme poverty.

The financial hardships of their parents force students to drop out of school and work to support their families. s a result, there are an increasing number of children working, which causes both physical and mental impairments. Particular difficulties arise when it comes to parents' and teachers' unfavourable attitudes and actions regarding the learning capacities of children with disabilities. The majority of disabled people are still not granted equal access to mainstream education, which presents a significant obstacle. Additionally, connections between inclusive education and community-based rehabilitation programmes must be made. Involvement in the community and collaborations between NGOs and government organisations will be crucial in advancing inclusive education. It is necessary to provide a system of efficient communication and delivery for the particular distribution of teaching and learning resources, appliances, hardware, and software. Schools should therefore employ a range of cutting-edge techniques to engage students in the learning process.

Steps to Implement Inclusive Education

Presenting assignments and activities in a way that promotes cooperative learning is a terrific way to incorporate inclusive education in the classroom. Students have the opportunity to participate in group learning. It might be better to assign students to equitable groups for their group work rather than letting them choose their own. Teachers should have the required resources and training to ensure that they are fostering the greatest learning environment possible. Teaching assistants should also be able to participate in the training, not just teachers. Training in special education needs can assist teaching assistants in acquiring the competencies required to concentrate on students with disabilities and offer any extra assistance that may be required .Braille textbooks and other required school supplies, like audio books, ought to be made available. Appropriate examination system modification might be necessary to remove only logical and mathematical evaluations. It is not the class teacher's exclusive duty to ensure inclusion. Everyone needs to accept responsibility and get involved. Teachers should receive continuous and ongoing training. Most importantly, it ought to

concentrate on changing attitudes. Giving students access to learning tools like calculators or tangible science models can improve their comprehension of the material. Flashcards and pictures can be especially helpful for students who are having trouble with language barriers. One effective strategy for assisting students who might struggle to understand the material covered in a lesson is to recap or reteach the material. In addition, teachers can provide their students with extra textbooks or worksheets, or even record the lesson and play it back for them to review at home. An expert group comprising working special educators should carefully design the curricula for each of the aforementioned programmes.

Conclusion

The promotion of inclusive education is hampered by a number of issues and problems with the educational system. Planned and methodical, inclusive education includes curriculum modifications, counselling, evaluation, remedial instruction, and support based on need. Smart and manageable classrooms are necessary for inclusive education to be more successful and effective so that teachers can give challenged students the attention they need. To successfully apply the inclusive education practices and principles, more competent and trained teachers must be hired. The benefits of inclusive education are numerous. The objective of making education universal is achieved through such inclusive education. It eliminates inhibitions and breaks down barriers. The status of education is elevated if boundaries and inhibitions are lifted. According to some, inclusive education is a novel strategy for teaching kids with disabilities and other challenges alongside regular kids in the same classroom. Better inclusive schools must be created with the support and collaboration of educators, parents, the community, educationalists, and leaders in the field to meet the challenges. The Indian government is working to enhance the educational system, with an emphasis on inclusivity.

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