



INCLUSIVE EDUCATION-NEW CHALLENGES AND STRATEGIES

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Abstract-This paper analysing challenges or barrier faced disabilities children or Children with Special Needs (CWSN). The main focus of paper for Inclusive Education (IE) is a new comes within reach of towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. The paper illustrated that challenges and strategies to overcome the barriers for the improvement of the disabilities children in teaching learning process keeping in view these questions, this article discusses in detail the concept of inclusive education, challenges and proper strategies to implement inclusive education in India.

Key words: inclusive education, challenges, strategies, Children with Special Needs.

“If a child can’t learn the way we teach, maybe we should teach the way that they learn”

Ignacio Estrada

1. INTRODUCTION

In the present education system in India include “Inclusive Education” for its progress. The standard of inclusive education was adopted at the “World Conference on Special Needs Education: Access and Quality” (Salamanca Statement, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000)The Rehabilitation Council of India Act 1992 initiated a training agenda for the progress of professionals to respond to the needs of students with disabilities. The National Policy for Persons with Disability, 2006, which attempts to clarify the construction under which the state, civil society and private segment must activate in order to ensure a distinguished life for persons with disability and support for their caretakers. Most current improvement is the Right of Children for Free and Compulsory Education (2009) which guarantees right to free and necessary education to all children between ages six to fourteen.

Inclusive education means hospitable all children, without favouritism into standard or general schools. By the change of arrangement against differential treatment of education differences in people will likely be seen in a optimistic viewpoint. It calls for a respect of difference and commemoration of diversity. (Disability in Ethiopia, 2005) Inclusive education has been clear at various behaviour that addresses the learning needs of the differently abled children. The efforts of the Government of India over the last five decades have been on the way to providing wide-ranging range of services towards education of children with disabilities. In 1974, the centrally sponsored scheme for Integrated Education for Disabled Children (IEDC) was introduced to make available equal opportunities to children with disabilities in wide-ranging schools and facilitate their preservation. The government initiatives in the area of inclusive education can be traced back to National Educational Policy, 1986, which not compulsory, as a goal, 'to integrate the handicapped with the general community at all levels as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence'.The World Declaration on Education for All adopted in 1990 gave supplementary improve to the various processes previously set in the country. For education for a child with disability, the act has to be understood in concurrence Persons with Disability Act, 1995. Chapter V of the PWD Act ensures that every child with disability is permitted to a free education up to the age of 18 years. Keeping in view, Govt. of India had accelerated the new proposal of Inclusive Education to accomplish the intention of Education for All (EFA) by 2010.

Inclusion is an endeavour to make sure that diverse learner – those with disabilities, different languages and cultures, diverse homes and family lives, different interests and ways of learning. Inclusive Education denotes that all children irrespective of their strengths and weaknesses will be part of the conventional education. It is clear that education policy in India has regularly increased the focus on children and adults with special needs, and that inclusive instruction in regular schools has been converted into a primary policy objective.

2. CHALLENGES AND STRATEGIES

So far as the teaching learning process is concern, the teachers face various challenges while teaching the students with special need and disabilities. Inclusive education does away with the practice of segregating students with learning and physical challenges from the have a rest of the student. While the preparation of enclosure places spare demands on students and provision logistics, there are plentiful benefits to all students, both disabled and non-disabled. Teachers in inclusive classrooms must fit in a various teaching methods in order to best reach students of changing learning abilities. This has benefits even for those students who would be

placed in a conventional classroom, as this increases their appointment in the learning process. Even gifted and accelerated learners assistance from an environment that stresses reaction from all students. Possibly most significantly, inclusive classrooms support open and forthright discussion about differences as well as a respect for those with different abilities, civilizing backgrounds and needs. Although the benefits, there still are many barriers to the implementation of inclusive education. Following challenges faced the teacher in the teaching learning process are as under:

2.1 Attitudinal Challenges

Community norms frequently are the biggest challenges to inclusion. Previous attitudes pass away rigid, and numerous at a stands till refuse to accept the somewhere to live of students with disabilities and learning issues, as well as those from marginal cultures. Prejudices at the side of those with differences can show the way to favouritism, which inhibits the educational process. The challenges of inclusive education strength are responsible on the students' challenges instead of the shortcomings of the educational system.

2.2 Physical Challenge

In some states of India, students with physical disabilities are ordinary to attend schools that are out-of-the-way to them. In economically-deprived school systems, particularly those who reside in rural areas, rundown and poorly-cared-for buildings can limit ease of access. Some of these amenities are not safe or healthy for any students. Many schools don't have the amenities to properly provide somewhere to stay students with special needs, and local governments lack either the funds or the resolve to provide financial help. Environmental barriers can consist of doors, passageways, stair and ramps, and spare time areas. These can generate an obstacle for some students to simply go in the school building or classroom.

2.3 Challenges Regarding Curriculum

An inflexible or static curriculum that does not allow for conducting tests or the use of different teaching methods can be a huge barrier to inclusion. Study plans that don't be familiar with different styles of learning hamper the school experience for all students, even those not conventionally predictable as having corporal or psychological challenges.

2.4 Teachers

The foremost challenges regarding the teacher, teachers who are not trained or who are unwilling or unresponsive about functioning with differently-abled students are a disadvantage to winning inclusion. Training frequently falls short of real efficiency, and instructors already straining under large workloads may begrudge the added duties of coming up with different methods or techniques for the same lessons.

2.5 Language

Numerous students are accepted to learn while being taught in a language that is new and in some cases unknown to them. This is perceptibly a significant challenge to successful learning. Also over and over again, these students face unfairness and little expectations.

2.6 Socio-Economic Challenge

The social and economic factors are also responsible to create the hindrance in the way of inclusive education. Areas that are customarily unfortunate and those with higher-than-average unemployment rates be liable to have schools that replicate that environment, such as neglected facilities, students who are powerless to afford basic necessities and other barriers to the learning process. Aggression, poor health services, and other community factors create barriers even for traditional learners, and these challenges make inclusion all but impossible.

2.7 Funding

Funding is the biggest challenges, adequate funding is a requirement for inclusion and yet it is exceptional. Schools frequently lack adequate amenities, qualified and properly-trained teachers and other staff members, educational equipment and all-purpose support.

2.8 Organization of the Education System

Federal education systems are hardly ever conducive to positive change and initiative. Decisions come from the school system's high-level powers that be whose initiatives focus on employee fulfilment more than quality learning. The top levels of the association may have slight or no idea about the realities teachers' countenance on an each day basis.

2.9 Schemes and Policies as Barriers

Many polices makers don't understand or believe in inclusive education, and these leaders can stonewall hard work to make school policies more inclusive. This can exclude whole groups of learners from the mainstream educational system, in that way preventing them from enjoying the same opportunities for education and service afforded to conventional students.

The central and state government are responsible for the poor quality of inclusive education and challenges face students especially disabilities children in the teaching learning process in the field of education system in the Indian context. The overcome the challenges and barrier by the disabilities children, government should take the initiatives and also maintain the proper strategies for the improvement education status among disabilities children. The following requirement of inclusive education will require additional funding, but even more importantly, it requires the change of old and outdated attitudes, trained teachers should be appointed, proper policies and schemes should be adopt. Studies support what many classroom teachers know by experience: that the benefits inclusion provides to all students easily justifies the effort.

DISCUSSION

The term “Special Need Education” (SNE) has come into use as a substitution for the term “Special Education”, as the older one was mainly unwritten to refer the education of all those children and youth whose needs arise from disabilities or learning problems The Statement affirms: “those with special educational requirements must have access to regular schools which should provide somewhere to stay them within child centred pedagogy capable of meeting these needs”. Attitudinal Challenges, Physical challenge, Challenges regarding Curriculum, Teachers, Socio-economic challenge, Organization of the Education System, Funding and Schemes and Policies as Barriers. Although for the tackle the barriers or challenges, already state above.

CONCLUSION

The overcome the challenges and barrier by the disabilities children, government should take the initiatives and also maintain the proper strategies for the improvement education status among disabilities children. The following requirement of inclusive education will require additional funding, but even more importantly, it requires the change of old and outdated attitudes, trained teachers should be appointed, proper policies and schemes should be adopt. Studies support what many classroom teachers know by experience: that the benefits inclusion provides to all students easily justifies the effort. So far as the teaching learning process is concern, the teachers face various challenges while teaching the students with special need and disabilities. Inclusive education does away with the practice of segregating students with learning and physical challenges from the have a rest of the student. However, these special schools have convinced disadvantages which became apparent as the number of these schools increased. These institutions reached out to a very limited number of children, in the main urban and they were not cost effective. But most important of all, these special schools segregated children with special needs (CWSN) from the conventional, thus developing a specific disability culture. The central and state government are responsible for the poor quality of inclusive education and challenges face students especially disabilities children in the teaching learning process in the field of education system in the Indian context.

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