



## RESEARCH ARTICLE

### INCLUSIVE EDUCATION: ISSUES AND CHALLENGES

**\*Dr. Anup Singh Sangwan and Dr. Babu Lal Sharma**

Pt. J.L.N. Govt. College Faridabad, Haryana, India

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#### ABSTRACT

“Children with diversity, when come together under one roof, learn to live together and love together.” The purpose of education is to make certain that all students gain access to knowledge, skill and information that will prepare them to contribute for the nation and be a good citizen of the nation. The central purpose becomes more challenging as school accommodate students with increasing diverse backgrounds and abilities. As we strive to meet these challenges, the involvement and co-operation of educators, parents and community leaders is vital for the creation of better and more inclusive school. Inclusive Education is about helping mainstream schools to overcome the barriers so that they can meet the learning needs of all students. Inclusive Education is not only concerned with disabled students or finding an alternative to segregated special schooling. It also includes gifted students and disadvantaged students. Inclusive Education is an approach to attain the goals of universalisation of Elementary Education by providing equality of educational and development opportunities to the disabled who have been denied equality so far. Thus inclusive education is sensitive to the needs of every individual and is designed towards the attainment of Equality, Equality, Quality and social justice. This article explores need and importance, barrier and Indian government’s efforts towards inclusive Education.

**Key words:** Equality, Inclusive, Segregated, Universalization.

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#### INTRODUCTION

Inclusion Literally means ‘to include’ or ‘to make one the bifurcated entities’. As far as education is concerned, inclusion refers to the placement and education to the children with disabilities in regular class rooms with children of the same age who do not have disabilities. Inclusion involves regular schools and class rooms genuinely adapting and changing to meet the special needs of the all children. It is the term that supplements the needs of all children with and without disabilities. ‘Inclusive Education is a process of responding to uniqueness of individuals, increasing their present access, participation and achievement in a learning society’. Task force on inclusive Education (2007) “Inclusive Education is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion from education and from within education.” UNESCO (1994) Education is a basic human right and all learners have a right to education, regardless of their individual characteristics or difficulties. Inclusive Education initiatives often have a particular focus on those groups, which in past, have been excluded from educational opportunities. These include students living in poverty,

those from ethnic and linguistic minorities, girl students from remote areas and those with disabilities or other special educational needs. Thus, inclusive Education is about helping mainstream schools to overcome the barriers so that they can meet the learning needs of all students. It is not only concerned with disabled students or finding an alternative to segregated special schooling. It also includes gifted students and disadvantaged students. Inclusive Education serves as a medium which brings out the hidden capacities of individual while maintaining the harmony with aims and objectives to the society. Inclusive education is sensitive to the needs of every individual and is designed towards the attainment of equity, equality and social justice.

#### From above discussion following conclusion may be drawn

- Inclusive Education involves valuing all students equally.
- It encourages participation of all students having special educational needs and reduces barriers to learning.
- It emphasizes, the role of schools in community development as well as increasing achievements.
- Inclusive education is a practical solution to the problem of segregation of disabled children.
- It provides the least restrictive and most effective environment to disabled children so that they may develop like normal children.

- Last, but not least inclusive education is a viable approach to attain the goals of universalization of elementary education by providing equality of educational and development opportunities to the disabled who have been denied equality so far.

### **Need and Importance of inclusive Education**

As discussed above, Inclusive Education is a process whereby the personal and educational needs of the children with special needs are fulfilled and it serves as a bridge between the children with and without disabilities.

### **So, it is necessary to explain the need of Inclusive Education**

- Inclusive Education helps in the development of a feeling of equality among future citizens, so it helps in proper social balance.
- The constitution declares free and compulsory Elementary Education to provide education to all and inclusive education helps in fulfilling this aim.
- Inclusive Education has potential to national development, if each aspects of every student is judged properly, and appropriate educational measures are adopted.
- Inclusive Education may be helpful in providing quality education.
- In Inclusive Education a healthy and supportive environment is created everywhere in students surrounding to ensure development.
- It also helps in improving schools for staff as well as for students.

### **Govt. Efforts**

The Indian Constitution endeavor the state to ensure provision of basic education to all the children up to age of 14 years. Constitution clearly states in the preamble that everyone has right to equality of status and of opportunity. Article 14 states equality before law or equal protection of law within territory of India. Article 41 of the directive principle of India Constitution supports the Right to work, Right to Education and Right to public Assistance in certain to provision of free and compulsory education for all the children up to the age of 14 years. Based on this, the 86<sup>th</sup> amendment, 2002 has been enacted by the Parliament making education a fundamental right of all children in the age group of 6-14 years.

Article 46 promotes with special care, the educational and economic interest to weaker section of the society and shall protect them from any social injustice and all form of exploitation. Kothari Commission (1964-66) stressed a common school system open to all children irrespective of caste, creed, community, religion, economic condition and social status. National of Education policy (1968) suggested the expansion of education facilities of physically and mentally handicapped children, development of integrated program enabling handicapped children to study in regular schools. National Policy for Children (1974) was started by the Welfare Ministry for providing guidelines to the ministries of the central and state govts for integrated approach to child development for children belonging to the weaker section of the society. National Policy of Education (1986) stress the removal of disparities in Education while attending the specific

needs of those who had been denied equality so far. It states the objective should be to integrate the physically and mentally handicapped with the general community as equal partners to prepare them for normal growth and enable them to face life with courage and confidence. Project for Integrated Education Development (1987) PIED states wherever feasible, the education of children with motor handicaps and other mild handicaps will be in common with that of other opportunities for growth and development in environmental conditions available to normal children should be same for children with disability. Bahrul Islam Committee (1988) maintained the state should provide free and compulsory elementary education to children with physical and mental disabilities along with assistance to them for education and training at secondary and higher level.

Ramamurthy Committee (1991) has given emphasis on awareness of handicap, family support and flexibility in educational arrangement and use of technology such as Braille. Action Plan for inclusive Education of Children and youth with disabilities (2005) IECYD This plan ensure admission in mainstream education and specialized training institutions serving person with disabilities in govt. or non-govt sector. It also aims to train teachers to work with principle of inclusion. It emphasizes home based learning for person having severe, multiple and intellectual disability with special treatment to girls with disabilities in remote areas, distance education, job orientation and training. National Policy for Persons' with Disabilities (2006) The National Policy, 2006 recognize that persons with disabilities are valuable human resources for the country and seeks to create an environment that provide them equal opportunities and complete participation in Society; Responsibility to pay his duty as well as awareness to enjoy

### **The rights equally Main principles of this policy are under**

- It lays focus on the prevention of those disease which cause disabilities. It also includes Physical, educational and economic rehabilitation.
- Biologically women are mode such that keep many critical situations in which they suffer a lot and these situations might be cause of disabilities. So, they should be trained and all the necessary facilities. So, they should be trained, and all the necessary facilities are necessarily to be provided to them.
- It ensures the care, protection and safety of children with disabilities. It also ensures the growth and development with dignity and equality in a conducive environment.
- The barrier free environment is helpful in sound development of child. Such environment will enable him to think and act Independently.
- There is provision of providing certificate to disabled children. It must be fair and transparent and easily accessible so that it can ensure less difficulty and maximum comfort.
- Now a day, Non-government organizations are playing a vital role in formulating policies and programs and providing service for the person with disabilities.
- The government and society should ensure the social security of physically or mentally challenged persons. Govt. can provide such person the financial assistance and other facilities.
- Research should be made for bringing out PWD's social, education and economically backwardness. The

research conducted to evaluate the situation of the challenged people will be perfect one if it is made on the basis of analysis of current state.

- Cultural involvement of children with special Educational needs will make him realize that he is also the part of the complete social corporal body.
- The Constitution provides the right of equality and freedom and our government is responsible and accountable to fulfill them and ensure the implementation as well as safety.

Thus, it can be concluded the National Policy for person with disabilities Act, 2006 serves the benefits to the people having disabilities and suffering from many challenges.

Right of Persons with Disabilities Act, 2016 is the disability legislation passed by the Indian Parliament to fulfill its obligation to the United Nation Convention on the Right of persons with disabilities, which India ratified in 2007. The act replaces the Disabilities Act, 1995. The salient features of the bill are: Disability has been defined based on an evolving and dynamic concept, the types of disabilities have been increased from existing 7 to 21, speech & language disability and specific learning disability have been added for the first time, acid attacks have been included, responsibility has been cast upon the appropriate governments to take effective measures to ensures that the person with disabilities enjoy their rights equally with others, additional benefit such as reservation in higher education, government jobs, poverty alleviation scheme etc. have been provided for the persons with disabilities. Every child with disability between age group of 6 to 18 years shall have the right to free education, reservation in vacancies in government jobs has been increased from 3% to 4%, creation of National and State fund will be created to provide financial support to the persons with disabilities, the bill provides for penalties for the offences committed against persons with disabilities and also violation of the provisioning of the new law.

The new act will bring our law in line with the United Nation Convention on the National Convention on the Rights of Persons with Disabilities (UNCRPD), to which India is a signatory. This will fulfill the obligations on the part of India in terms of UNCRPD. Further, the new law will not only enhance the Rights and Entitlements of *Divyangjan* mechanism for ensuring their empowerment and true inclusion into the society in a satisfactory manner.

### Issues and Challenges

The goal of achieving inclusive education will indeed have many challenges as well as resistance. Overnight switching from special or integrated education to inclusive education will indeed be unrealistic (Pillai and Kumar, 2012) We need to be wise enough to transform the challenges into opportunities to excel.

#### The main challenges are under

- Attitude: There is lack of awareness and consensus among parents and care taker. Comparison of child by the parents with their normal siblings or peers hinders the confidence of the disabled child which leads to frustration and develops the feeling of isolation among them.

- Physical Barriers: Like, lack of transport facilities, lack of resources, finance and non-availability of disability friendly infrastructural facilities is a common problem for all students. In economically deprived school system, especially those in rural areas, dilapidated and poor-cared for buildings – like doors, passage ways, stairs and ramp can restrict accessibility.
- Curriculum: A student with disability does not have similar access to choose as normal student. Non-flexible curriculum and teaching style are major hurdle for these students.
- Next the examination system isn't supportive to the special needs of disabled.
- Un-trained Teachers: Unskilled and untrained teachers with lack of commitment became an impediment for them to continue in the school. The teacher who are not trained or who are unwilling or unenthusiastic about working with differently abled students are a drawback to successful inclusion.
- Socio-Economic Conditions: Poverty, unemployment, poor-health services and social factors create barrier for learners. Next due to in adequate funding school often lack adequate facilities, qualified materials and general supports.
- Centralization of Education System: These systems are rarely conducive to positive change and initiative. The top level of the organization may have little or no idea about the realities teachers face on a daily basis.
- Lack of Co-operation: One of the final barriers associated among administrators, teachers, specialists, staff, parents and students. Collaboration must also exist among teachers, staff and parents to meet a student's need and facilitate learning at home.

### Suggestions

Some of the challenges could be overcome by providing transport facilities to the students with disabilities or alternative financial incentives to parents or guardian to enable students with disabilities to attend the school. The removal of infrastructural barriers from school can be a step in promoting inclusive education. Establishing of guidance and counseling cell for resolving issues of grievances of the disabled child and parents can be an innovative step for bringing in attitudinal change in parents. Restructuring the curriculum and examination pattern keeping the objectives in focus will smoothen with the process of inclusiveness. Scholarship for disabled students could be source of motivation for them. In an inclusive classroom, children with disabilities as well children without disabilities learn together. This makes the task of teacher more challenging and demanding. In order to meet need of students in an inclusive classroom, professional growth / training of teacher is must.

#### For professional development of teacher following activities are essential

Furthering education and knowledge in teacher's subject area, training in specialized teaching techniques, developing technical, quantitative and analytical skills that can be used to analyze student performance data, improving fundamental teaching techniques and acquiring leadership skills last, inclusive education is a human right issue. Professional development can help the teacher with new knowledge and practice in the field of inclusive education. Teacher's

commitment, competence and creativity also help in the success of children with special needs. The urgent task is to change hearts and minds of teachers encouraging their openness to the values aims and strategies of inclusive and their commitment to the human rights of all children.

### **Conclusion**

The aim of an inclusive education system is to provide all students with the most appropriate learning environment and opportunities for them to best achieve their potential. Inclusive education brings all students together in one classroom and community regardless of their strength or weakness in any area and seeks to maximize the potential of all students. It asks teachers to provide appropriate individualized supports and services to all students without any discrimination. The ultimate goal of inclusive education is a school where all are participating and treated equally. However, it is important to remember that inclusive education is a constant process to ensure that, education for all really is for all.

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