



## **INCLUSIVE EDUCATION: CHALLENGES AND STRATEGIES TO ADDRESS IT**

**Shilpa Mathapathi, Ph.D.**

*Principal, Sri. Hingulambika B.Ed. College, Kalaburagi-585101, Karnataka.*

### **Abstract**

*Inclusion or the education of children with disabilities in regular classrooms must be adapted both as an ideology and as a practical solution to support the education for all age and to bring about equity in education. Inclusion does not, and should not, mean assimilation. One of the criticisms of the integration of disabled children in mainstream schools is that they are often excluded within the integrated setting, either because too much, or too little, attention is paid to their individual needs. The present paper provides information regarding the concept, policies, challenges and the strategies that can be taken up to address inclusive education needs.*



*Scholarly Research Journal's is licensed Based on a work at [www.srjis.com](http://www.srjis.com)*

### **Introduction**

The term inclusion is an international and even in Indian education, a buzz word. Access to inclusive education is a current day challenge throughout the world. Learners with special needs are said to be those who, because of physical, sensory, cognitive or other exceptionalities require some form of specialized intervention if they are to be effectively educated. Inclusive education is a process of increasing the participation of all students in school, including those with disabilities. It acknowledges that all children can learn and respects differences in children: age, gender, ethnicity, language, disability, health status etc. And also enables education structures, systems and methodologies to meet the needs of all children. To promote an inclusive society, it acts as a strategy and a dynamic process which is constantly evolving.

It is now widely acknowledged that to achieve the goal of universal education in India and in order to fulfill provisions laid out in the Right of Children to Free and Compulsory Education (RTE) Act, 2009 ( Ministry of Human Resource Development, 2009) the education of children with disabilities cannot be put on the back burner. In India Sarva Shiksha Abhiyan, a government programme to provide useful and relevant elementary education for all children aged 6 to 14, promotes inclusive education; however there are no clear national guidelines on how it is to be implemented. State governments are responsible for drawing up their own inclusive education policy and strategy, with educational provision for disabled children mostly focused on allowances, accessibility and teacher sensitization (Lorraine Wapling, 2011).

## **Challenges**

Effective inclusive practice is subject to a number of challenges and constraints including the requirement of support of teachers, funds, support services, curriculum etc. Lack of awareness, training and competence in dealing with disabled children hamper confidence, cause negative attitude and may result in apprehensions among general prospective of teachers. There is a strong need for Government, Institutions, NGO's etc to support educating children by making necessary modifications in the present system to encourage such children to enroll themselves and successfully complete the education process. Infra structure, curriculum, library need of the children with disability should be child centered fulfill the necessities of children. Parterneship with parents has to be built up. Parents and teachers together have to facilitate the implementation of inclusive education not only as a program but as an ideology. A holistic approach, involving school personnel in processes of admission, identification, curriculum adaptation, teacher training and examination reform, among other dimensions is likely to improve the quality of education in general and contribute to the now bigger challenge facing the Indian education system, that of retention and making education more contextually and culturally relevant (Madan & Sharma, 2013).

## **Strategies**

- If inclusive education is to become a reality, then the training of teachers has to become a top priority.
- Teachers need to follow innovative practices, which uses unique instructional methods (like individualized instruction, problem solving assignments, small group work) materials, learning aids and equipments to meet the educational requirements.
- Need for strong collaboration between Government, NGOs and Local authorities with consistent monitoring.
- Linkages also need to be established between community based rehabilitation programmes and inclusive education.
- Active participation from all concerned parties is most important to ensure success story.

## **Conclusions**

Disability needs a special attention and caring, educating the disabled child/person is an uncommon practice and it desires special plan for education, skilled teacher/instructor and schedule. Governments of different countries have launched many plans and concepts giving importance for inclusive education. Clarity of vision, commitment to the goal and a perceptible understanding of the nuances involved in such an initiative are central to the success of the programme. Future research in this regard could help a lot of disabled children, in the education system and in the social welfare. Revolutionary concepts might change the present education scenario of inclusive education for disabilities.

## **References**

- Lorraine Wapling, (2011) *Evaluation of: Enabling people with disabilities to access mainstream education and employment rights in South Asia*, Leonard Cheshire Disability UK
- Ministry of Human Resource Development, Government of India (2009). *Right of children to free and compulsory education (RTE) act, 2009*. Retrieved from <http://mhrd.gov.in/rte>
- Madan, A., & Sharma, N. (2013). *Inclusive Education for Children with Disabilities: Preparing Schools to Meet the Challenge*, *Electronic Journal for Inclusive Education*, 3 (1).