



CHALLENGES, PROBLEMS AND CONSTRAINTS IN IMPLEMENTATION OF INCLUSION: INDIA CONCERN

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Abstract

People all over world are working towards the eradication of illiteracy. This has given rise to principals like “Right to Education”. This means every individual has the right to get proper education. Inclusive Education is a concept of effective schools where every child has a place to study and teachers become facilitators of learning rather than providers of information. Inclusive education is a right –based approach to educating children and includes those who are subject to exclusionary pressures. Inclusion enables the students with disability to study in mainstream institutions. Various policies have been made by Indian Government since 1964 to enable the special children to study in normal schools. Inclusive education is a strategy contributing towards the ultimate goal of promoting an inclusive society, one which enables all children / adults, whatever their gender, age, ability, ethnicity, impairment or status, to participate in and contribute to the society. Inclusive education is a strategy contributing towards the ultimate goal of promoting an inclusive society, one which enables all children / adults, whatever their gender, age, ability, ethnicity, impairment or status, to participate in and contribute to the society. Studies and researches suggest that there are many barriers in implementing Inclusive Education Program.

Keywords: *Inclusive Education, disabilities, barriers*



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Education has become a basic need of human being. As the human being cannot survive without air, food, water, shelter and clothing, he cannot survive without education too in 21st century. That's the reason people all over world are working towards the eradication of illiteracy. This has given rise to principals like “Right to Education”. This means every individual has the right to get proper education.

The purpose of education is to ensure that all students gain access to knowledge, skills and information that will prepare them to contribute to the society and work places. Education also enables them to become independent and earn their on livelihood. The process of imparting education to one and all becomes challenging as schools accommodate students with increasingly diverse backgrounds and abilities. This arises the need of Inclusive

Education. Inclusion maximizes the potential of the vast majority of students, ensures their rights and is the preferred educational approach for the 21st century.

Inclusion in education is an approach once thought only necessary for educating students with disability. Now it is crucial that all teachers ensure inclusion practice for all students in their classroom. Under the inclusion model students with special needs spend most or all of their time with non-disabled students.

Inclusive Education is a concept of effective schools where every child has a place to study and teachers become facilitators of learning rather than providers of information. Inclusive education is a right –based approach to educating children and includes those who are subject to exclusionary pressures.

It creates a learning environment that is child-centred, flexible and which enables children to develop their unique capacities in a way which is conducive to their individual style of learning. The process of learning contributes to not only the academic development but also the social and emotional development of a child.

Inclusive education differs from previously held notions of integration and mainstream education which tended to be concerned only with disability and special educational needs and preparing the learners of main stream.

Inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate the students with disabilities from the students without the disabilities. Importance is given to full participation of students and to respect their social, civil and educational rights. Inclusion gives students with disabilities skills, they can use in and out of the classroom.

Inclusion enables the students with disability to study in mainstream institutions. Various policies have been made by Indian Government since 1964 to enable the special children to study in normal schools. The Salamanca Statement in 1990 has given importance to Inclusive Education. In India still major number of special children is deprived of proper education. The author while working with the students in affluent school following Inclusive education found that though the school was providing many facilities to disable children but the basic requirement, the teachers were not trained to deal with such children. The review of related literature suggested many hurdles and challenges faced by the schools in implementing Inclusive Education.

Inclusive education :

Meaning :

The term 'Inclusion' is derived from the verb '**to include**' means to have as a part, contain in addition to other parts or to put in with something or someone else, take in or consider as a part of a group. In education '**Inclusion**' refers to the placement of education of children with disabilities in regular classrooms with children of the same age who do not have disabilities. It is a basic value that extent to all children.

Inclusive education means that all students in school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers and support staff.

Inclusive education is a strategy contributing towards the ultimate goal of promoting an inclusive society, one which enables all children / adults, whatever their gender, age, ability, ethnicity, impairment or status, to participate in and contribute to the society.

Education is the right of all children and Inclusive education aims to ensure that all children have access to an appropriate, relevant, affordable and effective education within their community.

Inclusive education is an approach which aims to develop a child- focus by acknowledging that all children are individuals with different learning needs and speeds.

According to NCERT, Inclusive Education is a flexible system of education which can accommodate a wide range of learners with special needs to make learning need based. Teachers have to make sincere efforts to develop an Environment that would generate self-motivated, self-actualizing, self-monitored and self -reliant learners

Definitions

- **Thomas (1997)** : defines inclusion as acceptance of all children / pupil in the mainstream system, taught with a common frame work and identified as the responsibility of all teachers.
- **Julka (2001)** : Inclusion is a term which can be defined as an attitude or a commitment of appreciating diversities and accepting that all children can be educated in common school to their maximum potential.
- **Lindsay (2003)** : Inclusive education is championed as a means to remove barriers , improve outcomes and remove discrimination.
- **Bartons (1998)** : Inclusion is a process. It is not merely about providing access into mainstream school for pupils who have previously been excluded.

- **Booth & Ainscow (2000)** : Inclusive is seen to involve the identification & minimising of barriers to learning & participation and the maximising of resources to support learning and participation.

Principles of Inclusive Education :

- Every student has an inherent right to education on the basis of equality.
- No student is excluded from or discriminated within educational institutions on grounds of race, colour, sex, language, religion, political, national, ethnic or social origin, disability, birth, poverty or other status.
- All students can learn and benefit from education.
- Schools adopt to the needs of the students rather than the students adopting to the needs of the school.
- Individual differences between the students are a source of richness and diversity and not a problem.
- The diversity of needs and pace of development of students are addressed through a wide and flexible range of responses.

Barriers to Inclusive Education In India:

Inclusive education is a binding and priority for government of India. However, a wide gap in policy and practice exists in the country with respect to inclusive education. There are a number of barriers that hinder proper practice of Inclusive education in our country. Based on the literature and personal experiences, the author believes the following to be the barriers:

- Lack of awareness about children with disabilities among general teachers.
- Improper policy planning and lack of implementation.
- Insufficient and improper pre-service teacher education.
- Improper syllabus and curriculum suitable for the needs of every student.
- Attitude towards inclusion and disability among teachers, administrators and policy planners.
- Attitude of parents of children without disabilities.
- Inefficiency of teachers to develop and use instructional materials for including students of different abilities.
- Absence of desired skills and methodologies for teaching students of different abilities.
- Negative self-perceptions of children with disabilities.
- Cooperation of family members.

- Negative attitude of normal peers.
- Expenses Involved.
- School Environment
- Support services.

Review of literature related to Barriers /challenges in Inclusive Education in India:

- 1) Ms.Ashima Das of Tata Institute of Social Sciences and Dr. Ruth Kattumuri of London School of Economics – presented a paper on study analysis of children with disabilities studying in Private and Elite Inclusive schools of Mumbai and found the resources were insufficient and also challenges were faced by children with disabilities in terms of peer relationship and attitude of teachers.
- 2) A desertation was presented by Ms.RajashreePawar under the guidance of Dr.Harishchandam to study the current practices in and attitude of teachers towards inclusive education in secondary schools in Year 2010 and the findings shows the teachers attitude towards special children was negative. No instructional support from specialized personnel was provided.
- 3) In 2009 study conducted by Sharma, Moore and Sonawane, on the pre service teacher’s attitudes and concerns about inclusion of students in regular schools in Pune showed negative attitude towards inclusion of students with disabilities.
- 4) Sahu and Purushottam (1995) in an article on “The Concept of Mainstreaming Education for Hearing Impaired Children” reported that satisfactory mainstreaming of handicapped and non-handicapped children in the same normal classroom requires modification of the school and classroom organization, curriculum,teaching strategies and quality of teachers. The authors suggest linking the policy formulation with educational requirements.
- 5) Madan Mohan Jha (2002) wrote a paper on “Inclusive Education and the Common school in India”. According to the author, providing equal opportunity of education to all children, including the disabled is not a question of a program or a project. It is a systematic issue. In this paper, the author analysed the policy of the common school system and policies relating to education of children with disabilities and argues that educating the disabled could become a relity in the foreseeable future if concerns are expressed with regard to the systematic reforms, which benefit all children and the disabled remain an integral part of the reform process.

- 6) Smith Pais (2004) in his paper on “Management of Inclusive Education of Children with Hearing Impairment” elaborated that hearing impairment is an invisible disability and therefore, often remains undiagnosed. It leads to associated language problems and educational difficulties. For effective inclusion of children with hearing impairment, early identification and intervention is essential. Generating awareness, conducting research on genetics of deafness and establishing Disability Helpline and Indian Sign Language cell would help in this direction. To facilitate the mainstreaming of children, adaptations in curriculum and teaching are important. Training programs should be conducted to train teachers to teach children with hearing impairment.
- 7) Usha Grover, M.S.(2004) wrote a paper on Inclusion of Mentally Challenged Children” and outlined the requirements for implementing inclusion. According to her the Acronym Inclusion stands for:

I-Infrastructure
N-National Policies to Implement
C- Capacity building
L-Legislation reform
U-Understanding
S- Sensitization
I-Initiatives
O- Organization
N- Networking

According to her it is important that all ingredients come together in timely manner to successfully implement Inclusive Education.

- 8) Ahammed Kutty, Mr.(2004) in his paper entitled “Planning and Management of Inclusive Education in Kerala” presented the strategies of planning and implementing Inclusive Education in Kerala State. Every year in June , a list of children with disabilities is collected from District Education Officers, medical examination is conducted and based on this a final list is prepared of students with more than 40% disability. Integrated schools have been created through IEDC- Scheme. NGOs act as resource centres. Resource teachers provide support to the disabled children. A five day field level training program is given to the teachers under SSA.
- 9) RajulPadmnabhan, Ms.(2004) in his article on “Inclusion- Challenges and Opportunity,” expressed that Inclusive Education must be seen as a reform in general education. More research is needed to produce empirical evidence in this area. Other observations made

in the paper maintain that Inclusive Education cannot happen without overhaul of curriculum; therefore a broad-based curriculum must be adopted. Urban teachers resist inclusive Education and Government Schools have much red tape. These have to be targeted. Higher education should be more vocationalized so that jobs are possible.

- 10) IndumathiRao, M.S.(2004) in her paper on “Inclusive Education :A Case for Evidence-based Policy Planning” reported that still many children with disabilities have no access to schools and very few girls with disabilities are able to reach higher classes. Special Educational needs must be framed in a specific education perspective. In this paper the author emphasized that Inclusive Education should not be an “Add-on program”, but it should be seen as a strategy of achieving Universalization of Elementary Education.
- 11) SushmaSharma,Dr.(2004) in her paper on Inclusive education and Manpower Development” expressed that inclusion demands children with disabilities to be placed in general classroom and the teacher has to focus on diverse needs. There are not enough facilities for manpower development and training general teachers. The national institutes have to undertake this responsibility. NIVH too has no faculty for a four-year Degree in Special Education. There is also no networking among University Departments providing training in Special Education. More UGC schemes should be there for training in Inclusive Education. Collaborative and constructive partnerships should be created among special and general education, parents and Paraprofessionals for manpower development.
- 12) Anita Julka,Dr.(2004) in her article on “Teacher Education Policy for Inclusive Education” reported the findings of NCERT which conducted research to assess teacher education programs in DIET’s in ten States. It revealed that in 70% of States, Special educational needs were covered in one-two papers or in an optional paper. The Special Educational needs were included within in-service training in a tiny measure. Factors responsible for variation were Principal’s of DIET’s and personnel trained in the area. 51% of the respondents felt no significant impact of training imparted on teachers. There was a lack of resource persons in area of Special Educational needs. 79% of respondents felt that no resource room was available for Special Educational needs practice. There were no linkages established with NGO’s working in the field. The study indicated the need for resource materials and linkages to be established. Advocacy and research are required to be undertaken in the area of pedagogy for training the teachers in Inclusive Education.

Conclusion

The review of related literature and studies prove that Inclusive Education in India is still a dream. The barriers are **Internal** as well as **External**.

- **Internal barriers:** Attitudinal barrier, Infrastructural barrier Inappropriate Curriculum, Untrained Teachers, Organization of the Education System.
- **External barriers:** School location, School enrolment, Educational barrier, Social stigmatization, Economical condition. Removing these barriers will lead to the success of Inclusive Education Program. Teachers can play a major role in helping to remove the barriers. Following guidelines can be adopted by teachers for extending their help in success of Inclusion.
 - Formulation and implementation of the government policies
 - Organization of workshops and training courses
 - Initiating intervention strategies
 - Procuring resources through various agencies
 - Assistance to cover the uncovered areas
 - Develop linkages with rehabilitation centres
 - Create awareness about the contribution of international and national agencies in inclusive education.