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

Dr. Kaluram Nathu Bhise

Assistant Professor, Tilak College of Education, Pune 30.

Inclusive Education: Researches on Psychology and Education have made great strides in developing educational provisions that effectively adapt to student's differences and help in providing education for all. Although there are certain factors like student's aptitude, instructions and environment that have been identified as influential in learning, helps schools to create effective and practical leaning environments that meet students' needs has been a continuing challenge in the history of school improvement efforts and quality education. One premise of this approach is that students learn different ways and at varying speed, but a major task of the schools is to provide educational experiences that include and accommodate these differences in order to optimize each student's education irrespective of his/her social or economic status.

Inclusion Education means welcoming all children, without discrimination, into regular or ordinary schools. It refers to the process of educating all children in their neighborhood school, regardless of the nature of their disabilities. Inclusion provides the appropriate support for everyone involved in the inclusion process. Teachers are provided with time, training, teamwork, resources and strategies.

Inclusive thus has been defined as the acceptance of all pupils within mainstream education system taught a common framework and identified as responsibility of all teacher (Kartick 2013).

Challenges of Inclusion Education:

1. Inadequate state provision-

Generally, educational provision by the state is inadequate and inappropriate. This meant that the development of a community alternative was the only option in the short-term. The

consultation process with the community initiated by Save the Children revealed that 70% of children and adults would prefer a different future to that of their parents. They saw access to a school education as the only way of escaping a lifetime of rural poverty.

2. Lack of policy

Furthermore, access to education by disabled children is not prioritized by the government, NGOs or communities within Mali. There is no policy or legislation which would support inclusive education. In the negotiations with the community, the inclusion of disabled children was made mandatory from the start.

3. Mobility & communication issues

The barriers which exclude disabled children from schools are by no means unique to disabled children - however there are issues which are specific to the inclusion of disabled children, such as mobility and communication issues, and these have to be addressed if inclusion is to be successful.

4. Gender discrimination

The education of girl children is also not seen as a priority within Mali culture. A decision was made to ensure that 50% of school places went to girls. A female member of the management committee was given the specific responsibility for the recruitment of girls and disabled children. Local theatre and musician groups were used to raise awareness and change attitudes in the local community about girls and education.

5. Teachers' lack of local knowledge

It was said that the knowledge and experience of local villagers was more relevant to village children than that of urban-educated professional teachers, so local villagers were selected and then trained as teachers by professionals.

5. The challenge of Inclusion is to meet the special needs of all children with and without disabilities

6. Inclusion is not a soft process. It requires a lot of struggle and commitment to overcome all types of barriers mainly attitudinal and social.

7. Limited understanding of the concept of disability and a hardened resistance to change are the major challenge.

8. In some schools, regular teachers are asked to teach special needs students without receving any formal training as well as administrative assistance.

9. The development of an inclusive educational policy, curriculum and teacher training programs are frontiers of challenges encountered in course of implementing inclusive education.

10. The challenge towards inclusive education could emanate from different directions such as attitudinal factors, Indian rigid school system and resistance to change, lack of clear educational guidelines and fear of losing one's job on the part of special schools.

Barriers to Inclusion Education in India:-

1. Attitudes: Societal norms often are the biggest barrier to inclusion. Old attitudes die hard, and many still resist the accommodation of students with disabilities and learning issues, as well as those from minority cultures. Prejudices against those with differences can lead to discrimination, which inhibits the educational process. The challenges of inclusive education might be blamed on the students' challenges instead of the shortcomings of the educational system.

2. Physical Barriers: In some districts, students with physical disabilities are expected to attend schools that are inaccessible to them. In economically-deprived school systems, especially those in rural areas, dilapidated and poorly-cared-for buildings can restrict accessibility. Some of these facilities are not safe or healthy for any students. Many schools don't have the facilities to properly accommodate students with special needs, and local governments lack either the funds or the resolve to provide financial help. Environmental barriers can include doors, passageways, stairs and ramps, and recreational areas. These can create a barrier for some students to simply enter the school building or classroom.

3. Curriculum: A rigid curriculum that does not allow for experimentation or the use of different teaching methods can be an enormous barrier to inclusion. Study plans that don't recognize different styles of learning hinder the school experience for all students, even those not traditionally recognized as having physical or mental challenges.

4. Teachers: Teachers who are not trained or who are unwilling or unenthusiastic about working with differently-abled students are a drawback to successful inclusion. Training often falls short of real effectiveness, and instructors already straining under large workloads may resent the added duties of coming up with different approaches for the same lessons.

5. Language and communication: Many students are expected to learn while being taught in a language that is new and in some cases unfamiliar to them. This is obviously a significant barrier to successful learning. Too often, these students face discrimination and low expectations.

6. Socio-economic factors: Areas that are traditionally poor and those with higher-than-average unemployment rates tend to have schools that reflect that environment, such as run-down facilities, students who are unable to afford basic necessities and other barriers to the

learning process. Violence, poor health services and other social factors make create barriers even for traditional learners, and these challenges make inclusion all but impossible.

7. Funding: Adequate funding is a necessity for inclusion and yet it is rare. Schools often lack adequate facilities, qualified and properly-trained teachers and other staff members, educational materials and general support. Sadly, lack of resources is pervasive throughout many educational systems.

8. Organization of the Education System: Centralized education systems are rarely conducive to positive change and initiative. Decisions come from the school system's high-level authorities whose initiatives focus on employee compliance more than quality learning. The top levels of the organization may have little or no idea about the realities teachers face on a daily basis.

8. Policies as Barriers: Many policy makers don't understand or believe in inclusive education, and these leaders can stonewall efforts to make school policies more inclusive. This can exclude whole groups of learners from the mainstream educational system, thereby preventing them from enjoying the same opportunities for education and employment afforded to traditional students.

9. Non availability of sufficient teaching materials: In present time there is no availability of sufficient of teaching aides and availability if sufficient of material for inclusion.

10. Non availability of teachers for inclusion education: There is no awareness of teacher for inclusive children. Teachers are not attracted towards this type of education and child. There are numbers of children of these type children but there is no availability of teachers for inclusive education.

12. Non availability of transportation: In India there is no safe and regular transportation for physically handicapped students. In India, there are no roads for going the handicapped students for inclusive.

13. Mind of people: The greatest barrier lies in the minds of people. Education of disabled children continues to be looked at from an individual or medical point of view where the child is looked at as a problem and attempts are made to adjust the child to the situation. As a result, schools continue to refuse admissions to children with severe disabilities on the pretext that they cannot cope in school. Inclusive education instead takes an alternate approach where it focuses on the system as needing adaptations and the rights of the child as the basis of intervention.

14. Funding issue: Only around one percent of funds under SSA are spent on inclusive education. The budget for educating children with mild to moderate disabilities in regular

school setting has not increased commensurately since the focus on inclusive education began in the 1970s.

15. Poverty: Poverty is often given as an important reason for why learners dropout of schools. In economically depressed communities, optimism for the future is low capacity to organize for collective goals may be diminished and young people can be alienated from schooling and communities (Prasad,2004) Even economically poor normal students are segregated on the basis of poverty. Inability to pay school fees, the costs of uniform, shoes, transport, stationary, added to the opportunity costs of what children might be contributing to household labour, eat away at meager resources and push children from school.

References

Das, Kartick.(2013): Inclusive Education in India. Delhi: The Associated Publishers.
Prasad, S.,(2004): Special Education. Jaipur:Pointer Publishers.
Sangolkar,A,(2011): New Emerging Issues in Society.Nashk: Insight Publications.
4.Umadevi,M.,(2010): Special Education. New Delhi:Neelkamal Publications.