



NEED AND CHALLENGES OF INCLUSIVE EDUCATION IN 21ST CENTURY

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Introduction –

Inclusive education is educating ALL students in age- appropriate general education classes in their neighborhood school, with high quality instruction, intervention and supports can be successful in the core curriculum. Inclusive school have a collaborative and respectful school culture where students with disabilities are presume to be competent, develop positive social relationships with peers, and are fully participating members of the school relationship.

Concept of Inclusive Education –

- According to National Commission on Special Needs in Education and Training (NCSNET,1997, South Africa), “Inclusive education is defined as a learning environment that promotes the full personal, academic and development of all learners irrespective of race, class, gender, disability, religion, culture, sexual performance, learning styles prosaic language.”
- UNESCO has stated that “Inclusive education is concerned with all learners vulnerable to exclusion and marginalized. It is a strategic approach designed to facilitate learning success for all children. It addresses the common goals of decreasing and overcoming all exclusion from the human right to education, at least at the elementary level, and hencing access, participation and learning success in quality basic education for all.”
- According to Stain Back (1992), “Inclusion integration in school system when general and special education personnel, as well as curriculum and instructional procedures, are combined to provide educational experience to meet the needs of the students in an integrated setup.”

Needs of Inclusive Education –

In 21st century inclusive education is the need of Indian society. It's intends to bridge the gap between special education, integrated education and general systems of education and will reduce all types of discrimination in our education pattern.

- ♣ Universalization of Education
- ♣ Development of Nation
- ♣ Breaking the Barrier of poverty
- ♣ To improve the quality of Education
- ♣ For achieving social equality
- ♣ Development and empowerment of society
- ♣ Use of latest technologies
- ♣ For development of good human being
- ♣ Inclusive Education

Challenges of Inclusive Education in 21st Century

Followings are the challenges of Inclusive Education in 21st century -

❖ By promoting positive attitudes –

In all societies, there is a need to raise awareness that each child is unique and different, and that disabled children have the same rights, needs and aspirations as all children. Awareness work is an important to all levels in the society - child, family, community – to counteract fear, misunderstanding and negative attitudes. This is done by through participation with disabled children and human.

The impact of negative attitudes also evident at policy level, in legislation, and in school practice. Education officials, teachers and NGOs need to develop a sound understanding of disability as a social challenge – it is about lack of opportunities for disabled children to develop their full potentials and participate in society - rather than seeing disabled children as children who 'lack' abilities.

♣ By promoting inclusive learning environment –

They need a caring and stimulating learning environment to understand what is being taught, and able to interact with their peers and teachers. This may require the adjustment of teaching methods, materials, settings and time tabling, rather than adjusting the children to existing methods. Such adjustment will benefit education quality for all children – not only those with a disability.

♣ **A framework for improving teaching and learning –**

Teaching techniques were studied and developed collaboratively. The following skills to be critical –

- Use of questions during lessons to encourage the active participation of class members.
- Monitoring the responses of the individuals in class.
- Maintaining a lively pace while teaching.
- Team – work among all teachers and other adults, demonstrating a shared commitment to more effective practice.

❖ **By promoting early intervention –**

It is widely recognized that the greatest impact in improving a disabled child's life can be achieved in early childhood (0-6 years). Appropriate early intervention will have a much greater impact, and be more cost-effective, than prolonged interventions later in life. This is especially the case in preventing impairment from becoming more severe.

♣ **By promoting positive role models –**

- A. Positive adult role models are essential for the development of self-esteem and self-worth among children.
- B. Disabled children may grow up more isolated than children in other groups facing discrimination because most disabled children are born to non-disabled adults, and most disabled adults give birth to non-disabled children.
- C. Ideally, disabled men and women should be involved, in some way, in the education of disabled children. This could be done initially through home visits and CBR.
- D. Disabled adults have an important advocacy role to play in education.

➤ **Training teachers -**

The educational authorities in India may adopt a policy of training one teacher from each school. The teacher needs to be provided with intensive training to work with various disabilities and could then act as an integration specialist. In – service teachers would need continued training to update their skills and knowledge of integrated education strategies.