



Inclusive education in India: Issues, challenges and prospects

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Abstract

Inclusive education is the process of strengthening the capacity of the education system to reach all learners. This includes restructuring the school culture, policies and practices so that the school is responsive to the diversity of students in the region. This is one of the most effective ways to promote an inclusive and tolerant society. Inclusive education is a strategy to universalize education and protect social equality regardless of disability. He emphasized that children with special needs can be included in a holistic platform without isolation. Inclusive education experts advocate avoiding segregation and incarceration within special schools and including children with special needs in public schools. Only then can we guarantee equal opportunities, especially in the field of education. However, the success of inclusive education in India faces a number of obstacles and challenges. Expanding the concept of inclusive education in India is hampered by a number of issues including lack of positive attitudes from teachers, inclusive curricula, lack of resources, infrastructure issues, lack of parental awareness, irregular schedules and inadequate policy enforcement. This report has attempted to present the issues, challenges and perspectives of inclusive education.

Keywords: inclusion, education, inclusive education, issues, perspectives

Introduction

There are many reasons for the success of the introductory learning process. One of them includes. Inclusion is one of the most researched topics in the educational and methodological process of education. Much research has been done on its meaning, effects and methods of application. A Chinese proverb (IRC, 2006) says, "Tell me and you will forget; teach me, and you will remember, study and learn. Classes are based on interaction, collaboration, group work and involvement. You can do this by connecting. If they are excluded, the learning process will not work. Inclusion, when applied correctly, is one of the success factors for schools. In the dictionary, turning on means the act of turning on or the state of turning on. For this reason, Hudson (2009) says that successful teachers need to involve students as well as students. Inclusion means equal opportunities for all students. All students are expected to participate regardless of age, gender, race, ability or background. Give attention and attention to all students. In my opinion, successful inclusion is a must in a class. When students are properly engaged, they have an equal opportunity to do, learn, and experience new things at school. But exclusion means prejudice, failure and scarcity. Students need to be taught, assessed, assessed and encouraged in equal measure. However, teachers should be aware that some students need more support or encouragement to have the same chance of success. Inclusion requires comprehensive planning and training. Thus, each module contains sub- tasks to include in the class. To achieve a high level of inclusiveness, teachers should not restrict student participation. As a rule, inclusion means not only the inclusion of students in classes, but also the inclusion of school classes. (Hudson, 2009).

[3:51 pm, 23/12/2022] Ms. Sandhya yadav: Issues and Challenges: Inclusion is a buzzword in education, and Indian education is no exception. The Universal Declaration of Human Rights, the Charter of the United Nations General

Assembly and the United Nations Convention on the Rights of the Child recognize the right to education as a human right. It can also be seen as an ongoing process of removing barriers to the learning and participation of all children and young people. Inclusive education should create opportunities for all students to work together." According to the regulation of the Ministry of Education, "Inclusive education is an education system that provides an opportunity for students with disabilities and gifted students to continue their education in public schools along with other students in general.

Issues in Inclusive Set-Up Less Students Enrolment

The enrollment rate for children with disabilities is at least as high as for children without disabilities in the public school system.

Lack of competence of teachers

Teachers are a key factor in the successful implementation of inclusive education. Teachers lack the necessary competencies, relevant knowledge and pedagogical qualifications to achieve their goals.

Large Classes

Large classes are the biggest hurdle for students with special needs to get the most out of regular classes.

Strict Curriculum

A strict curriculum prevents students with special needs from learning on an equal footing with regular students. There is no specific curriculum to meet the diverse needs of students with special needs.

Inadequate Training and Development

Lack of training and professional development of key teachers at all levels is a major problem in inclusive education.

Negative attitude of parents and teachers

Negative attitude of parents and teachers towards children with disabilities is also one of the main problems in the design of inclusive education.

Inadequate Infrastructure

The lack of infrastructure in our institution is one of the main issues preventing us from realizing the dream of inclusive education.

Lack of Resources

Inclusive classrooms lack resources to help students with special needs make the most of their classes.

More use of PowerPoint presentations in the classroom

We are currently using technology to make our educational process efficient, but at the same time, we are ignoring the needs of different special students when we have different types of students in the same class.

Teaching Methods

Most schools use only a few specific teaching methods, preventing students of varying abilities from taking full advantage of the teaching and learning process.

Lack of social will and commitment

There seems to be a lack of desire on the part of parents and society to commit their charges to existing institutions.

Lack of political will to introduce inclusive education

The lack of political will to implement inclusive education is one of the biggest challenges to realizing the dream of inclusion.

Retention of Children with Disabilities in School

Lack of peer support for students with disabilities prevents mainstream schools from supporting children with disabilities.

Challenges in Inclusive Set-Up:**Policy Enforcement**

Relevant agencies should be diligent and committed to respecting constitutional rights and provisions, and to support inclusive education policies without loopholes or formalities.

Social Attitudes towards Disability

We must establish disability awareness programs and build positive societal attitudes towards people with disabilities, disabled people and marginalized children.

Parent Respons

Parents and families of these children should be informed of these provisions and rights through information programs and advertisements in print and electronic media.

Expanding competency-based education

Interns at major teacher training centers should also be provided with the skills to work with these children.

Connecting Research and Practice

Disability Research and Activities in Universities and Educational Institutions, Establishment of Disability Research Centers, and Disability Research Guidelines in Universities.

Peer coaching

Improving teaching and learning in an integrated learning environment requires peer coaching.

Prospects of Inclusive Education

Inclusive education is a strategy to universalize education and protect social equality regardless of disability. He emphasized that children with special needs could be admitted to the public school system without discrimination. Inclusive education is an approach to development that addresses the learning needs of all children, youth and adults, with a particular focus on those who are marginalized and excluded. A growing number of publications, policy papers and workshops support the idea of inclusion. However, some organizations and individuals are questioning whether regular classes can provide quality education for children with disabilities.

The main goal of inclusive education is the main goal. Flagship is committed to bringing together all EFA partners in their efforts to recognize the right to education and ensure access to quality education for all children, youth and adults with disabilities. The flagship was formed by a coalition of various organizations, including global organizations for people with disabilities, international development agencies, intergovernmental organizations and experts in the field of special and inclusive education. To achieve this goal, all parties must fully involve persons with disabilities and their families in the development of all key interventions. Promote the full participation of persons with disabilities and their families in the development of policies and guidelines related to the education of persons with disabilities at the local, national, regional and global levels. All government agencies, donors and non-governmental organizations are committed to supporting the universal right to education for all children, youth and adults with disabilities. Dedicated teacher support is available, whenever possible, to regular teachers in the classroom. We are teachers, parents, educators and many others. Inclusive education, based on the principles of a human rights approach that emphasizes the importance of the individual and respects his potential in society, should be implemented not only as a program, but also as an ideology.

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