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IMPLEMENTATION OF INCLUSIVE EDUCATION: CHALLENGES AND OPPORTUNITIES

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ABSTRACT:

This study is directed towards the ultimate goal of evaluating the opportunities and challenges of making inclusive education a reality in primary schools. With a view to achieving the ultimate goal of achieving investigative destinations, work related to worldwide approaches and concepts of inclusive education was looked at in detail. Regarding the importance of the test, it is common that they will win over the person who won in the current situation in the relevant situation to the problem that is being investigated and create a system to pay attention to the situation seen. The test used attractive study as an exploration configuration to illustrate existing patterns in the field of investigation. In the context of the examples considered for investigation, it seems reasonable to take them as they are in light of the fact that there are only two schools.



KEYWORDS: Inclusive Education, Children with Special Needs, Disabilities.

INTRODUCTION

Inclusive education is defined by a number of methods that meet the learning needs of competent children in different ways. The efforts of the Government of India over the last five decades have been accorded comprehensive grades for the education of children with disabilities. In 1974, the Centrally Aided Design for Integrated Education for Children with Disabilities (IEDC) was introduced to provide equal opportunities to children with disabilities in ordinary schools and to facilitate their retention. Government initiatives in the field of inclusive education can be traced back to the National Education Policy, 1986, with the goal of 'integrating people with disabilities as equal partners at all levels with the general community, preparing them for normal growth and enabling them to face life with courage and confidence. The Global Declaration of Education for All, adopted in 1990, gave further impetus to the various processes already in place in the country. Inclusion is not just about putting students with disabilities into standard education. It understands that all children have individual needs, and that teachers, designed to promote inclusive learning, can better handle all children's problems. Therefore, from the referenced material we can understand that trying to fit children in a basic "normal setting", trying to change the education policy to suit Tyke is a beneficial move. This idea and common sense move should be relevant in Ethiopian schools because our nation is not free from

the act of avoiding training especially for persons with disabilities; This paper then manages the opportunities and challenges of inclusive education in our education system.

Inclusive education has been characterized in a variety of ways that meet the adaptation needs of specific able-bodied children. In the most recent five decades, the Government of India has made efforts to extend the scope of education to children with disabilities. In 1974, the Integrated Education for Children with Disabilities (IEDC) 's Midway Supported Plan became familiar with the approach challenges faced by children with disabilities when everything is said in completed schools and their care is promoted. Government initiatives in the field of inclusive education can be followed in the National Education Policy, 1986, which aims to 'coordinate people with disabilities as equal partners at all levels with the general group, set them up for normal development and enable them to cope with survival with confidence and certainty. The Global Declaration for Education for All, adopted in 1990, gave additional impetus to the various processes officially adopted in the nation. The Rehabilitation Council of India 1992 Act launched a training program for the improvement of specialists to respond to the needs of students with disabilities.

Perception of Inclusive Education:

The guidelines for inclusive education were adopted in the "Global Conference on Global Needs: Access and Quality". The statement urged governments to make education frameworks inclusive and to achieve the highest standard of inclusive education as a matter of policy. The United Nations Standards Rules have increased the likelihood of consideration for persons with disabilities through the Standard Rules for Equality of Opportunity and Declaration of Fairness for All. Inclusive learning (IE) is learned as a process to meet the diverse needs of all students and by reducing barriers to learning conditions. This means independently customizing the child to go to the nearest school age appropriate class. Inclusive education is the process of strengthening the boundaries of the education framework to connect all students. At the Geometin World Conference in Thailand, the goals of 'Education for All' were set and everyone must have the ability to make a profit by training with open doors that will meet their essential adaptation needs. Inclusion is a training approach and logic that gives all students more significant challenges to scholarly and social accomplishment. These include the challenges of taking full interest in social, recreational, expression, sports, music, daytime mind and school mind, extracurricular, religious and every other activity.

Background of Inclusive Education in India:

The Government of India is committed to guaranteeing the basic educational privileges of every child. The Government of India has formulated various policies around custom curricula since the country gained independence in 1947. One of the earliest formal initiatives undertaken by GOI was the 1974 Integrated Education (IEDC) Scheme (NCERT, 2011). Kothari Commission (16) in which the importance of teaching children with disabilities was in the post-autonomy period (Pande 200). In 1980 the then Welfare Service, Govt. Understood the need of the organization to investigate and manage HRD programs in the field of Disability Recovery, India. 1 By the 1990s, 40% of India's estimated 40 million children were between the ages of four and sixteen, with physical and mental disabilities being excluded from standard education. The National Education Policy, 1986 (NPE, 1986) and the Action Program (1992) emphasize the need to coordinate the unique needs of children with various conventions. The Government of India implemented the District Primary Education Project (DPEP) in 1994-95. The District Primary Education Program (DPEP) introduced the theory of inclusive education in the late 90s (i.e. 1997).

The event has an unusual accent on the combination of mild to direct disability of children according to global norms and is one of the largest projects of the Government of India so far with a subsidy of Rs 40,000 million. The SarvaShikshaAbhiyan (SSA), launched in 2001 to achieve the goal of universalization of primary education, is one such initiative. The three mandatory parts of the UEE are the admission, registration and maintenance of all children aged 6-14 years. Zero Dismissal Strategy has been achieved under SSA, which guarantees that every child with special needs (CWSN) is provided an

independent, critical and quality education independent of the type, classification and level of disability. The National Curriculum Framework (NCF) 2005 provides an accurate framework for inclusive education. In 2005, the Ministry of Manpower Development launched the National Action Plan for the Inclusion of Education for Children and Youth with Disabilities.

Inclusive Education and Its Need:

There has been a universal effort to include children with disabilities in training standards. With the ultimate goal of achieving a truly inclusive education, we need to consider children with specific needs in general schools, especially in light of the fact that these children face a variety of barriers to learning and collaboration in the classroom. Since general education classes consist of increasingly diverse students, teachers understand the benefit of having a kind of tolerance to each understanding. In powerful inclusive projects, despite the fact that their individual objectives may be unique, teachers adjust the exercises to include all students. We've found that inclusive learning is a great way to make all students successful, inquiries to show that most students learn and do well when presented with a waste of general education educational programs. Developing conventions of research have proven that children's situations improve when they are challenged to build inclusive settings and inclusive relationships. Some of the benefits include: companionship, social tastes, personal standards, level of comfort with individuals with exceptional needs, and taking care of classroom situations.

Inclusive Education and Its Challenges in India:

The number of persons with disabilities in India is very large, their questions are so complex, accessible property so rare and social nature so detrimental. The path to inclusive education is a long and varied one, on which opportunities and challenges will emerge. India is a multilingual, multi-social, multi-religious nation and its relatives are on sharp economic and ethnic lines. With an estimated 100 million people, India is the second most populous country in the world after China. Out-of-school children make-up 19 percent of the world's population and 22 percent of the world's population. The point to consider is to support the student.

Policies related to education of children with disabilities:

In 1992, after the ESCAP Declaration on Full Participation and Equality of Persons with Disabilities in Asia and the Pacific, the necessary policies developed in India took place. Equal Opportunities and Rights of Persons with Disabilities Act 1 1996 required the education of children with disabilities. 18 years in suitable conditions. Demonstration provides 'enhancement of circumstances, protection of rights and full support' to persons with disabilities. It includes a variety of policies that 'strive to promote the integration of students with disabilities into normal schools'. It also maintains part of the unique schools by asking public and private sector schools to take their foundation forward. Despite the fact that there is no specific information on inclusive education in the demonstration, it is decided to go ahead with the Act, which is known for its disability and financial rehabilitation. Under this demonstration, the Department of Economic Rehabilitation stipulates that certain positions in various government offices and in the general population sector will be recognized and rates will be set for persons with disabilities. In 1999, the government passed the National Trust for the Welfare of Persons Welfare, a bill specifically for the rehabilitation of persons with disabilities, including autism, cerebral palsy, the mentally retarded and people with multiple disabilities. The issue of 'disability' has also found a place in all the five-year plans of the country. Various national / peak level foundations were laid to manage specific disability issues. These institutes have been set up for instruction, preparation, professional direction, advice, rehabilitation, research and preparation in various areas of disability.

Five Year Plans:

First Five Year Plan: In 1947, the Ministry of Education started a small unit for blindness. As a result, training centers for adults with optical injuries became traditional.

Second Five Year Plan: Under the Ministry of Education, the National Advisory Council for Physical Challenges was set up to provide information to the Central Government on matters related to education, training and employment of the disabled.

Third Five Year Plan: Attention was paid to rural areas. To help train and rehabilitate the physically handicapped, the government formulated policies regarding certain services: (a) employment exchange schemes for the physically handicapped; (b) provision of teaching and work facilities for those who do not have mobiles in or near their own premises; (c) provision of recreational facilities for the physically challenged; (d) At least three per cent job reservation and job facilities available for the physically challenged.

Fourth Five Year Plan: Rural Areas Considered To help train and rehabilitate those who have undergone physical testing, the government has adopted strategies around some governments: (a) arranging trade for those who have undergone physical testing; (b) home and neighbourhood office education and policies for persons not portable; (c) policies of diversion offices for physical testing; (d) Less than three per cent employment reservations and business offices are available for physical testing.

Fifth Five Year Plan: Defensive work was given more importance for people with visual, speech and hearing impairments. National centres for the physically challenged were established in numerous parts of the country as protest schemes and to provide essential training services.

Sixth Five Year Plan: National policies have been formulated around community oriented disability expectations and rehabilitation facilities to promote self-reliance, economic independence and social integration of persons with disabilities and inclusive primary health care.

Analysis of the Data:

Table 1.0 Background Information of the Student Participants of the Study

Sr. No	Item	1 st Primary School		2 nd Primary School	
		No of Respondent	Average	No of Respondent	Average
1.	Gender	Male	25	55.00	21
		Female	20	45.00	24
		Total	45	100.00	45
2.	Age	8-10	17	37.77	8
		11-13	12	26.67	19
		14-15	16	35.56	18
		Total	45	100.00	45
3	Disability Type	Visual Impairment	8	17.77	9
		Hearing Impairment	10	22.22	8
		Intellectual Impairment	15	33.33	13
		Physical Impairments	13	28.88	15
		Total	45	100.00	45
4.	Rank	1 st	9	20.00	9
		2 nd	12	26.69	16
		3 rd	11	24.43	12
		4 th	13	28.88	8
		Total	45	100.00	45

Source: Fieldwork

The above table 1.0 describes Background Information of the Student Participants of the Study and it is observed that 55.00% are male and 45% are female respondent in 1st school and 46.67% of male and 53.33% of female respondent are in 2nd school.

Additionally in 1st school 37.77% of the respondent are between 8-10 years of age, 26.67% of the respondent age is between 11-13 years, 35.56% respondent age is between 14-15 years of age are in 1st school and in second school 17.78% respondent age is between 8-10 years of age, 42.22% of respondent age is between 11-13 years, 40.00% respondent is between 14-15 years of age.

In first school 17.77% respondent are visual Impairment, 22.22% of respondent are Hearing Impairment 33.33% of respondent are Intellectual Impairment and 28.88% of respondent are Physical Impairments and in second school 20.00% of respondent are Visual Impairment, 17.78% of respondent are Hearing Impairment, 28.89% of respondent are Intellectual Impairment and 33.33% of respondent are Physical Impairments.

In first school 20.00% of respondent are in first rank, 26.9% of respondent are in second rank, 24.43% of respondent are in 3rd rank and 28.88% of respondent are in 4th rank, and in second school 20.00% of respondent are in 1st rank, 35.55% of respondent are in 2nd rank, 26.67% of respondent are in 3rd rank and 17.78% of respondent are in 4th rank.

Table 1.1 Opinion Result of the Respondent

Sr. No	Item	Response		
			No of Respondent	Average
1.	Is the Compound of the School is Confortable for Disability Student	Yes	24	26.67
		No	66	73.33
		Total	90	100.00
2.	Can Student Access the Classroom	Yes	20	22.22
		No	70	77.78
		Total	90	100.00
3.	Does the school community believe on the inclusiveness of students with disabilities with other students?	Yes	19	21.11
		No	71	78.89
		Total	90	100.00
4.	Does students with disabilities pilloried by those students without disabilities	Yes	23	25.55
		No	67	74.45
		Total	90	100.00
5.	Do students without disabilities participate in various events of the school?	Yes	26	28.89
		No	64	71.11
		Total	90	100.00
6.	Does the school association give exceptional service for students with disabilities	Yes	13	14.44
		No	77	85.56
		Total	90	100.00
7.	Do students with disabilities interact with those students without through break time	Yes	16	17.77
		No	74	82.22
		Total	90	100.00

Source: Fieldwork

The above table 1.1 describes different opinion of the respondent and it is observed that 26.67 respondents are agree that the school compound wall is confortable for disability student and 73.33% of respondent are not agree that the school compound wall is confortable for disability student, 22.22% of the respondent are agree that student can access the classroom and 77.78% respondent are t agree that the student can access classroom, 21.11% respondent are not agree that school community believe on the inclusiveness of students with disabilities with other students and 77.78% of the respondent not

agree that school community believe on the inclusiveness of students with disabilities with other students, 25.55% of the respondent are agree that disabilities pilloried by those students without disabilities and 71.11 respondent are not agree disabilities pilloried by those students without disabilities, 28.89% of the respondent are agree that students without disabilities participate in various events of the school and 71.11% of the student are not agree that students without disabilities participate in various events of the school, 14.44 respondent are agree that school association give exceptional service for students with disabilities and 85.56% of the respondent are not agree school association give exceptional service for students with disabilities, 17.77% of the respondent are agree that students with disabilities interact with those students through break time and 82.22% of the respondent are not agree that students with disabilities interact with those students through break time.

CONCLUSION:

Schools are open and these open doors are not ready to make inclusive education a reality. Also, part of the opportunity to implement comprehensive instruction in schools where two schools face numerous opportunities to make inclusive education a reality is the mindset of teachers and parents of disabled children and students with special needs. Instructors, not considering two zones and verde from the training area, absence of training materials, huge class solutions, absence of talented labor, etc. Schools do not prescribe identifiable evidence and logical methods for the assessment process to identify and assess children with abnormal needs. Moreover, there is no intermittent assessment to know the level of their needs. The school does not have eligibility criteria for accepting a student with exceptional requirements. Although instructors try to use specific instruction methods to include students with abnormal needs in all exercises, they do not provide additional opportunities to complete their exercises and the test methods are not changed and adjusted for them. The library and property room lacks exceptional training materials and equipment, for example, reference books written in Braille and some land and scientific guides.

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