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RESEARCH ARTICLE

BOTTLENECKS IN INCLUSIVE EDUCATION.

Dr. Pramod Mishra and Ms. Viditi Rastogi.

Assistant Professor, Institute of Professional Excellence & Management (IPEM), Ghaziabad (UP).

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Abstract

The Philosophy of Inclusive Education is based on the principle that it will provide a learning environment for holistic professional development of all learners irrespective of race, class, colour, creed, gender, disability, and language. It means embracing all i.e. all are welcome. Children who learn together live together. Inclusive education is about ensuring quality education to all students and offering a common learning environment with support and remove obstacles that leads to exclusion. It is about how we design our schools and classrooms so that children with and without disabilities learn and participate together. In inclusive education all children are valued equally, it is about building friendships and having opportunities just like everyone else. It is a positive attitude that promotes equal opportunities for all learners. The paper focuses on the bottlenecks in inclusive education.

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Meaning of Inclusion

Inclusion means valuing everyone, about the needs of whole community, knowing and understanding the needs of all pupils, celebrating diversity and individuality and about the needs of whole community. It also means everybody's responsibility, to provide flexible learning and changing the way things are organised so that they suit pupil's needs.

Programmes for Inclusive Education in India

The following programmes are run for Inclusive Education in India

- The District Education Programme , 1985
- The National Policy on Education, 1986
- The Project Integrated Education for the Disabled, launched in 1987
- The person with Disabilities Act, 1995
- Integrated Education for Disabled Children Scheme launched in 1974
- The sarva shiksha abhiyan, 2000
- To make all schools disabled friendly by 2020.

Principles of Inclusive Education

- No discrimination with students
- Equal educational opportunity to all
- School adapt to the need of student
- Equal educational benefits for all students

Corresponding Author:- Pramod Mishra.

Address:- Assistant Professor, Institute of Professional Excellence & Management (IPEM), Ghaziabad (UP).

- The student's views are listened to and taken seriously
- Individual differences between students are a source of richness and diversity, and not a problem

Practice of Inclusive Education

- ❖ The practice of developing inclusive schools involves
- ❖ Understanding Inclusion as a continuing process, not a one time event.
- ❖ Strengthening and sustaining the participation of all students, teachers, parents and community members in the work of the school.
- ❖ Restructuring the cultures, policies and practices in schools to respond to the diversity of pupils within their locality.
- ❖ Providing an accessible curriculum and appropriate training programmes for all (teachers and students).
- ❖ Identifying and providing support for staff as well as students

Inclusive Education Program for Meeting the Needs of Diverse Children

Inclusive education programme should meet the diverse needs of all children.

- Children in remote tribal areas
- Working children
- Children with disabilities
- Girls living in difficult circumstances
- Children of migrant labours
- Children affected with HIV and other chronic diseases like Tuberculosis
- All other children

Need and Importance of Inclusive Education

- ❖ To fulfil the constitutional responsibilities
- ❖ To enable children to stay with their families
- ❖ For the development of healthy citizenship
- ❖ For achieving the universalization
- ❖ Developing feeling of self respect
- ❖ For the use of modern technology
- ❖ For social equality
- ❖ Self reliant

Aims and Objectives of Inclusive Education

- Education for all
- Protection of rights
- Identification of skills
- Development of social consciousness
- To prepare for new challenges
- Development of brotherhood
- To improve quality of education

Problems Faced by Students

- Inferiority complex
- Lack of understanding
- Adjustment problem
- Isolated and segregated
- Lag behind
- Feeling of Extra burden
- Insecurity
- Lack of expression
- Introvert nature
- Negative approach
- Shyness

Major Bottlenecks in Inclusive Education

- **Parental Involvement:** Most schools that are providing inclusive education face the problem of limited parental involvement. These schools want the more parental involvement so that they and their teachers can understand the child better but the parents of special need child spare their time only in parent-teacher meeting or some telephonic conversation.
- **Text-Books/reference materials:** General text-books don't cater the special needs of child. Also the reference material to fulfill special child's need is not easily available, accessible and cost-effective. There is less print material available as per the need of an Indian child with a special need. Most of the material is not adopted considering the Indian social and cultural context. Also the material is not available in Hindi language.
- **Emotional Features:** The special child is usually emotionally weak. They do not get help from their peers and also the opportunity to play with their peers as the peer group does not accept them. All these occasions and non-cooperative behavior of peer group make them unhappy and more emotionally weak. They feel loneliness and give up any opportunity of performing/exhibiting themselves.
- **Classroom Management:** It is practically difficult to manage the classroom activities with the needs of a special child and a general child. The teacher faces practical issues in coping with the needs of these two extremely distinct groups. The teacher requires different activities of different difficulty levels and of different time spans for both types of children. They face difficulty in searching/constructing such type of activities and if the activity is designed anyhow then they face difficulty while implementing these activities with different groups.
- **Collaborative Work:** In an inclusive classroom not only the collaborative work of teacher and student requires but the collaborative work of school authorities, management, teacher, doctor, parents and student is required. Such collaboration among different persons is difficult but it is necessary to improve the learning of student with special need.
- **Varying Learning Needs:** The learning need of a special child varies from other special children and general children. It is quite difficult for a teacher to fulfill the learning needs of each and every student in limited time duration and limited resources. In general classroom also students have individual differences and have different learning needs but the students in general classroom are of same mental age so it is easy to cater the learning needs of students of a general class room. On the other hand, students in an inclusive class room are of different mental age so it is very difficult for a teacher to cater their learning needs.

Role of Teacher in Inclusive Education

The teacher should be a friend, philosopher and guide and interact with the family of children who are facing difficulty in learning and should be able to solve their problems and develop new learning strategies and self-confidence and should be able to look after their personal needs and recognize the hidden talents and inculcate positive attitude in the children

Strategies to Improve Inclusive Education

The strategies to improve inclusive education include mainstreaming, encouraging students, improve textbooks, special training to teachers, special care of special children, innovative methods of teaching and provision of required resources.

Conclusion:-

Lack of experience in an inclusion setting, lack of experience in dealing with severe and profound disabilities, non-inclusion of all students in all activities, shortage of teacher aides, problem of educating students with less severe disabilities are some of the challenges faced by teachers in inclusive classroom.

References:-

- <http://www.inclusiveeducation.org/>
- <http://www.inclusive-education-in-action.org/>