Barriers To Inclusive Education In Indian Education System

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Abstract

Inclusive Education denotes that all children irrespective of their strength and weakness will be part of the mainstream education. The feeling belongingness among community members is developed through inclusive education many educational programes attempted to reach out these previously excluded children,but thosewith disabilities are often forgotten in some countries. But the situation changed dramatically with commencement of RPWD (Rights of persons with Disabilities ACT) in 2019 in India where almost all educational programmes attempting to make Inclusive education mandatory. Children from socio-economically disadvantaged groups must be paid more attention through implementing government programmes and policies more strictly and in time. Inclusive education provides opportunity to learnt about and accept individual differences. Lack of proper infrastructure facilities at schools, lack of transport facilities for children from remote places, gender inequality in some places, communal feelings in some communities affecting enrollment and retention of children from disadvantaged groups in schools. Government and other stakeholders has to ensure the access available for planning and budgeting process and ensure that officials at all levels of education have the capacity to implement them.

Keywords: Barries, classroom, community, inclusive education and recommendations, students.

Introduction

Inclusive Education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. It is one of the most effective ways in which to promote an inclusive and tolerant society.

An estimated 240 million children worldwide live with disabilities. Like all children, children with disabilities have ambitions and dreams for their futures. Like all children, they need quality education to develop their skills and realize their full potential.Yet, children with disabilities are often overlooked in policymaking, limiting their access to education and

their ability to participate in social, economic and political life. Worldwide, these children are among the most likely to be out of school. They face persistent barriers to education stemming from discrimination, stigma and the routine failure of decision makers to incorporate disability in school services.

Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too. Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all.

The teacher does not always succeed in adapting educational activities sufficiently to the needs of learners. Thus, various barriers are created to the achievement of the inclusive education quality. This is not just about the lack of physical accessibility, but also about the barriers to the inclusion of a schoolchild in educational activity, keep him/her in it and help to achieve high educational results, both academic and social.

Current scenario of Inclusive Education

According to Jitendra (2016), there are three factors which hinder inclusion of students with disabilities in the classroom which are inadequate training of teachers, inadequate infrastructure and insufficient administration or administrative support. In context of these three factors, the picture of adopting Inclusion in Indian schools is represented by Eighth All India School Education Survey (2009). Report says that out of a total 12,99,902 schools in the country, only 2,74,445 (21.11%) schools adhere to inclusive education for disabled children. The number of teachers who have received training of at least two weeks in inclusive education is 80,942 (1.32%) out of the 58,76,273 total teachers. The number of schools where special educator/resource teachers never visited is 42.6 9%. Out of the total schools in the country, 10.47% have Handrails, 3.81% have adapted laboratory and 7.64% have adapted lavatory. Status of facilities regarding training of teachers, infrastructure and administrative support provided to CWSN in schools is discussed below:

A) **Separate Toilets:** Concept of Toilets for CWSN in India is in its budding stage. As per UDISE report (2012-13), none school of Pondicherry, Andaman had separate toilet for CWSN and Tamil Nadu 0.7, Odessa 0.3, Punjab 0.9, Himachal Pradesh 0.2, Jammu and Kashmir had 0.6 percent schools with CWSN toilets. In 2012, only one or two percent schools in maximum states have CWSN toilets except Delhi with 70.3% schools. A progress is being noticed in this area but it is too little. As till 2015-16, only 3.73% schools in Meghalaya have separate toilets for CWSN and Delhi with 83.3% schools with separate

toilet for CWSN. Average 23.87% schools in India have separate toilets for CWSN. Increased percentage of Madhya Pradesh is maximum from 2012-13 to 2015-16. There are not hundred percent fulfilments in any state. More than 70% schools still lack CWSN friendly toilets. All Union territories, except Delhi are presented in table and states along with Delhi are presented as graph (Regarding CWSN toilets).

B) **Resource Rooms in Schools:** According to UDISE (2015-16), 1% schools in almost every state except Daman & Diu, Lakshadweep, and Uttar Pradesh have single classroom. Pondicherry 2.7%, Dadra & Nagar Haveli 2.4, Nagaland 2.4, Arunachal Pradesh 2.6% schools have single classrooms. So, there is no provision of resource room or special room for CWSN which is basic need.

C) **Teacher Training** - Investment in teacher training is another key to success of education of children with disabilities. Both pre-service and in-service trainings need to be given special attention for addressing the needs of children with disabilities. Presently, syllabus of teacher education gives minimal knowledge to deal with disable child. Teachers have to cope with problems related to CWSN in inclusive schools with this little knowledge. A study done by Das, Kuyini and Desai (2013) examines the skill levels of regular primary and secondary school teachers in Delhi, India in order to teach students with disabilities in inclusive education settings. In primary schools, reports indicated that 67.59% teachers had not received any training in special education skills. Further, 77.88% teachers indicated that they did not have any experience working with special needs children. In secondary schools, 32.28% indicated that they had received some training to work with students with disabilities and 62.99% teachers indicated that they did not have any experience teaching students with disabilities.

D) **Support Services:** Das, Kuyini and Desai (2013) examined the regular primary and secondary school teachers in Delhi, India. 86.38% teachers in primary schools reported that they did not have access to support services such as special education teachers, paraprofessionals or resource room services in their schools. 87.40% secondary school teachers reported that they did not have access to support services in their schools.

E) **Practical Skill And Competency Development On The Part Of Student Teachers:** According to Jitendra (2016), Pre-service teacher's attitude; self-efficacy and skills were improved due to imparting syllabus of inclusive education along with training and providing teaching learning material [12]. Without appropriate training and learning material, it is difficult to teach students with disability properly.

Barriers to Inclusive Education

Inclusive education does away with the practice of segregating students with learning and/or physical challenges from the rest of the student body.

Teachers in inclusive classrooms must incorporate a variety of teaching methods in order to best reach students of varying learning abilities. This has benefits even for those students

who would be placed in a traditional classroom, as this increases their engagement in the learning process.

Inclusive classrooms encourage open and frank dialogue about differences as well as a respect for those with different abilities, cultural backgrounds and needs.

1. **Organizational Barriers:** Organizational barriers relate to the ways schools and classrooms are structured, how goals for students with disabilities are defined, how instruction is delivered, and how classrooms are managed. 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.

2. **Attitudinal barriers:** Societal norms often are the biggest barrier to inclusion. The challenges of inclusive education might be blamed on the students' challenges instead of the shortcomings of the educational system. Attitudinal barriers relate to the beliefs and attitudes that teachers may have about educational services for students with disabilities, including students' accommodation in the general education setting, interactions with parents and guardians, and students' participation in school wide and community activities. The attitudes of students who do not have disabilities toward students who have disabilities may be a reflection of those modeled by the teacher.

3. Curriculum related barriers: relate to the range of knowledge and skills that teachers need in order to provide effective services to students, such as adapting the curriculum and instructional methods, providing necessary classroom structure and management, and developing appropriate goals and interventions based on the age and functioning levels of the students.Study plans that don't recognize different styles of learning hinder the school experience for all students.

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. Socio-economic factors:

6. 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.

7. 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.

Strategies to Overcome Barriers in Inclusive Education

- Always keep the needs of the students in the forefront and explain why the current situation is detrimental to the education of the students, if that is the case.

- Choose one or two students to focus on at a time, rather than all of the students who have disabilities. For these one or two students, gather basic information regarding strengths, needs, individualized education plan (IEP) goals, and effective intervention strategies.
- It is likely that once this information is understood and used, the information will generalize to fit the educational needs of other students.
- For a child in a wheelchair, be sure there is plenty of room for the child to enter, move about, and exit the class with the same ease as the students who are mobile. For a student who is blind or has a visual disability, set the room up in a consistent way each day so that the student can learn the map of the room. If changes are made, give verbal directions so that the student can learn the new set up and adapt his or her map of the room. For a student with attention or behavior problems, make sure that distracting or tempting instruments are not easily accessible or within easy reach.
- Collaborative efforts among teachers can provide support to teachers who are struggling with difficult students or difficult situations.
- Talk to students about the many ways that people can contribute to the class so students can see that all students have positive attributes that can enhance the classroom environment.
- Students might be afraid of students who have severe disabilities. They may need information and structured activities to get to know the students as individuals rather than as just a disability.
- Positive attitude, language, and respect by the teacher provide an appropriate model for students to develop positive attitudes about students with disabilities in the class.
- Talk with the team members (classroom teachers, specialists such as art and physical education teachers, and therapists such as speech and language pathologists or occupational therapists) to determine the student's abilities and needs and effective intervention strategies. Find out the student's IEP goals that could be addressed in music.
- Develop intervention strategies and classroom accommodations to support the student's learning in music class.
- Educate individuals about the general characteristics of specific disabilities (e.g., if there are several students with autism, learn about typical behaviors and characteristics of children with autism).
- Overcoming the many barriers to inclusive education will require additional funding, but even more importantly, it requires the change of old and outdated attitudes.
- Studies support what many classroom teachers know by experience: that the benefits inclusion provides to all students easily justifies the effort.

Lack of Barrier free environment in schools, regular curriculum without any modifications, negative and non-cooperating attitude of teachers, unavailability of teaching materials, rigid policies are some of the specific challenges to inclusion. These can be overcome by provision of barrier free environment, suitable infrastructure, sensitization to the teachers on need of

children from Socio-economically disadvantaged groups, provisions of resolve rooms and TLM relaxation of policies, curriculum also to be modified and should be graded. Standard and uniform manuals across the state are to be proponed by subject expert form SCERT.

RECOMMONDATIONS FOR INCLUSIVE EDUCATION:

1) Inclusion and person-centred approach
- Public authorities must ensure non-exclusion from education for persons with disabilities and eliminate structural disadvantages to achieve effective participation and equality for all.
- The education system must provide a personalized education response, rather than expect the student to fit the system with the development of individualized education plans, identifying specific support and reasonable accommodation required.
- Education must offer flexible curricula, teaching and learning methods, and resources and assessment, adapted to different strengths and learning styles.

2. Co-production
• The involvement of pupils, parents and caregivers must be viewed as asset and the relationship between the learning environment and the wider community, and as a route towards inclusive societies.

• The education staff must work co-productively with all stakeholders, particularly parents and learners, in the development and delivery of an inclusive school environment, to redefine school achievements and assessment methods for a more flexible system.

3. Accessibility of educational materials and new technologies, easy-toread, subtitling, technical aids and assistive technologies to facilitate communication
• Accessible education materials must be provided taking into account the different needs of children with different disabilities, including persons in the autism spectrum, with communication impairments and with sensorial disabilities. • Investment in access to appropriate technology and alternative and augmentative communication systems to facilitate learning should be supported as well as of adaptions of methodologies and to classroom organization to facilitate inclusion.

4. Trainings on inclusion to professionals of the mainstream education sector

• Incorporate the core values and competencies of inclusive education in the education and training for teachers and school staff, including teachers with disabilities, providing them the necessary skills for intervention in inclusive learning environments.

• Train all teachers in the use of new accessible technologies, in the design of accessible materials, and incorporate accessibility in the teaching, learning and assessment processes, and in educational practice.

5. Identify special needs and provide effective early intervention and support to children and their families.

• Ensure access to quality early childhood education and care, together with the provision of support and training to parents and caregivers of young children with disabilities, through cooperation, interaction and problem-solving.

• Provide information in the framework of early intervention on the benefits of inclusive education for the child development.

6. Resource Support and Resource Room

- Resource teachers from different disability and Therapists (speech and Physiotherapist) may be deployed at Block/cluster level based on the number of children with special needs in the ratio of 1:5.
- They can be appointed as Key Resource Persons, who can work with group of general teachers in secondary and senior secondary classes.
- Resource Room in schools of India should include academic Lab, Low vision Lab, Sound Proof Room, Therapeutic Room, ICT Room and Classroom, Special Teaching Learning Materials.

Conclusion

Inclusive Education denotes that all children irrespective of their strength and weakness will be part of the mainstream education. The feeling belongingness among community members is developed through inclusive education many educational programes attempted to reach out these previously excluded children, but those with disabilities are often forgotten in some countries. The present study helps to realize the importance of Inclusive education in school. There are lot of importance of Inclusive education. Removing barriers to accessing education and to learning for persons with disabilities are prerequisites for the realization of education for all. Indian schools are not fully prepared to accommodate all disables and fulfil their needs in the process of education. by So, a proper environment in schools is needed in India to strengthen inclusive education.

Removing barriers to accessing education and to learning for persons with disabilities are prerequisites for the realization of Education for All. To ensure that all children have access to quality education, education policies and practices must be inclusive of all learners, encourage the full participation of all, and promote diversity as a resource, rather than as an obstacle. Inclusive education for all will pave the way to prosperity for individuals and for the society, at large. This prosperity will, in turn, lead to a more peaceful and sustainable development of humanity Removing barriers to accessing education and to learning for persons with disabilities are prerequisites for the realization of Education for All. To ensure that all

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