A Study on Challenges of Implementing Inclusive Education for the Differently Abled Children

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I. INTRODUCTION

Inclusive Educationcurriculum is designed toadjust to every learner's needs however is appropriatetoall children including children with special needs - a two-way dignified process. Inclusive Education concentrates on putting the privilege to training without hesitation all learners, regarding their different needs, capacities and attributes and dispensing with all types of separation in the learning environment. It ought to guide instruction arrangements and works on, beginning from the way that education is a fundamental human right and the schools should cater to all to develop a heathy society.

Inclusive Education is both a standard and procedure, emerging from a reasonable acknowledgment that exclusion happens from training as well as inside instruction; it requires adjusting as well as changing the training frameworks everywhere, quite the path in which schools and other learning settings adjust their learning and instructing practices to cater to learners. This obliges consideration regarding an extensive variety of interventions, among them the educational modules, the nature of instructing and the nature of the learning environment. It implies schools and learning settings ought to be academicallypracticable as well as considerate, impeccableto meet the needs of all.

The World Conference on Special Need Education in Salamanca, Spain (1994) was the real force to inclusiveeducation. The Meeting announced that "general schools with Inclusive Education are the best method for battling biased states of mind, making inviting groups, constructing a comprehensive society and accomplishing education for all ".

This vision was reaffirmed by the World Education Forum meeting in Dakar, 2000. The members announced that Education for all must assess the necessities of poor people and the impeded, including working youngsters, minorities and youngsters influenced by HIV and those with disabilities or exceptional needs.

Inclusive Education is a way to deal with teaching children with specialeducational needs. Under the Inclusive model, children with special needs spend most part of their time with abled children. Incorporation rejects the utilization of unique school or classrooms to separate children with disability and others without incapacities. Inclusive Education is to create and outline schools, classrooms, projects and exercises so that all children learn and take an interest together. It depends on the basic thought that each child and family is esteemed similarly and merits the same open doors and encounters. Inclusive Education is about youngsters with disability whether the incapacity is gentle or extreme, covered up or evident partaking in regular exercises, much the same as they would if their inability were not present. It is about building community, participation and living like anyone else.

Inclusive Education is a child's privilege, not a benefit. Inclusive believes that, "All children with inability ought to be instructed with non-incapacitated kids their own age and have entry to the general training educational modules". Inclusive Education framework give a superior quality training to all children and are instrumental in changing prejudicial mentalities. Schools give the setting to children's first association with the world outside their families, empowering the advancement of social connections and collaborations. Respect and understanding develops when children of varied capacities and family background play, mingle, and learn together. Inclusive Education is more comprehensive, to include the ideas of the differently abled in community participation and group life.

II. STATEMENT OF THE PROBLEM

The difficulties of Inclusive Education exist because of the social stigma. The opinion that he disabled and the non-disabled can't exist together because of their disparities, the apprehension that educationaladvancement of the non-disabled might hindered. This emerges because of the thoughtlessness and

misconception among individuals in the general public. Additionally such differentiation presentlyin schools will have a great impact on later stages when they grow up as adults and have to be part of work places and general community.

The Indian 'Equal Opportunities and Rights of Persons with Disabilities ACT' 1995, rule 26, highlights the need for education of children with disabilities up to the age of 18 years in an appropriate environment, thou this seems not to be in practice because of the disparities in the society. Our society has become competitive, it is always the survival of the fittest and education institutions seek to be rank based rather than value based.

'Education for all' says government's policy of education, thou in paper is not practiced. Every child has right to education in neighborhood schools are rejected admission because of their disability. It is essential to understand the reasons for this rejection and work towards education for all.

III. NEED AND IMPORTANCE OF THE STUDY

Inclusive education must respond to all children as individuals, understand their uniqueness and appreciate them. Inclusive education responding to special needs will thus have positive returns for all pupils." Every child and young person, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. (UNESCO)

Inclusive Education frameworks give a superior quality education to all children and are instrumental in changing biased states of mind. Schools give a setting to children's first association with the world outside the families, empowering the improvement of social connections and cooperation's. Respect and understanding develop when children of different capacity and back grounds play, mingle, and learn together. Inclusive education unifies all types of children, irrespective of their limitations.

IV. OBJECTIVES OF THE STUDY

- To study the challenges on facilities and infrastructure.
- To study the challenges of creating curriculum.
- To study challenges associated with involvement of parents, special educators and therapists.
- To study if safety of differently abled students pose a challenge
- To study the challenges for provision of aides for the differently abled students.
- To study if management policies is a constraint
- To study other challenges if any that hinder inclusive education

V. RESEARCH METHODOLOGY

The field of study isChennai, one of the major hub for educational institution, especially schools. Descriptive Research helps to understand a general phenomenon that exists. The researcher has chosen this design as she is going to explain the challenges in inclusive education that exists.Convenient Sampling method is a non-probability sampling technique, and the researcher has adopted this technique to her research. Universe for this studyincludes the categories of respondents such as Principal, Head Master/Mistress, teachers, management staff, special educators and others who can provide required data. The sample size is 20 schools in Chennai is the universe for the research.Questionnaire is the tool used for data collection.The Source of the study is through Primary and Secondary data. Primary data is collected in the form of Questionnaire and secondary data through Books, Journals, Research reviews.

LIMITATIONS OF THE STUDY
- The geographical area is limited within Chennai.
- The study is limited to only inclusive education with regard to children with disability.

MEANINGS AND DEFINITIONS
Operational Definition
All Children using the same class room be it they are abled of disabled, participating and using the facilities available and learn together is inclusive education. The school provides textbooks, materials, teaching methods, infrastructure, and school environment to the unique needs of the children. Children with physical, intellectual, sensory and mobility impairments feel at home and they are looked equal to their counter parts.

Conceptual Definition
 "The true essence of inclusion is based on the premise that all individuals with disabilities have a right to be included in naturally occurring settings and activities with their neighbourhood peers, siblings, and friends" (Erwin, 1993)

"Inclusion denotes a student with disability unconditionally belonging to and having full membership of a regular classroom in a regular school and its community" (Antia , 2002).

VI. MAIN FINDINGS

- It is found that there were 60 per cent of the students have mild learning disability, 20 per cent partially blind and 20 per cent partial hearing impaired
- 70 per cent of the respondents say that the management has not rejected any student because of their disability. Thou 30 per cent say that there has been rejection, because of inability to provide for the needs of the child
- Its found that 80 percent of the respondents say having special rooms for physiotherapy, occupational therapy and speech therapy is definitely a challenge and 20 percent say an equipped clinical aid is also a challenge.
- It is found that 50 percent of the respondents say that the campus do not have ramps, 25 percent say they do not have elevators and 25 percent say they do not have safety pathways, corridors to enable safe access for the differently abled
- 60 percent say it's a challenge to provide restrooms,40 percent of the respondents say that the schools are not equipped with class rooms with audio visual aids to meet the needs of children with special needs
- 70 per cent of the school lack library facility and 30 per cent lack safety play grounds.
- 30 percent of respondents say that the school do not have bus or van facility and also not equipped to meet special needs and 70 percent say public transport also do not equip facilities to aid safe travel for the differently abled.
- It is found that 60 percent of the schools take in students based on their physical wellness, 40 percent of the respondent say they enroll students based on age and ability, financial back ground
- 60 percent say setting up curriculum is a challenge, 40 percent say it is the lack of infrastructure and funding that is the problem to be an inclusive school
- 70 percent of the respondents say it is a challenge to include children with special needs in the main stream because of their slow educational progress, emotional vulnerability and aggressive behavior.
- 60 percent say it is that management policy that does not employ special educators and 40 percent say it is lack of facilitiesand lack of funds.
- 70 percent of the respondents say it's a challenge to provide braille system, and sign language side by side rather 30 say providing audio and visual aids as a challenge
- 90 percent say it's a challenge for a differently abled child to adjust to a normal class room and the rest say parents interference, lack of time to concentrate for the child will be a constrain
- 90 percent of the respondents have said that special provision for safety measures will be a challenge
- 80percent of the respondents feel it is really a challenge to have inclusive schools because of lack of infrastructure and facility, poor funding, lack of trained teachers, lack of resources. Remaining say that the management policy will be a challenge, parentsacceptance as a challenge.

VII.SUGGESTIONS

- It is important that the Social stigma has to be erased, management has to accept children with special needs into the mainstream, should equip the schools with facilities and infrastructure to meet special needs.
- Parents should have an open mind, rather that concentrating of ranks they must look at the values their children will gain.
- Teachers should be equipped and trained to handle a class of unique students with varied needs.
- Government must create laws on every school having special educators who are trained to meet special needs of the children
- School and the community should look at it as a privilege to be part of an inclusive set up. Every child is a part of this society, be it abled or disabled, hence it's their right to get education for each and every one.

VIII. CONCLUSION

It is a great challenge to provide inclusive education for all, nevertheless it is a need. The challenges range from lack of facilities like equipped class rooms, library, and trained special educators. The challenges in providing for infrastructure like ramps, lifts, safety path ways, and safety play grounds, special training rooms for occupational therapy, speech therapy, etc. Employment of special educators and special needs trainer also is a challenge. Training for teachers to manage children with special needs in a regular class room set up. Parent's interference is looked as a challenge; management policy of not enrolling children with special needs is a challenge. The challenges keeps piling up, but it is necessary to understand that an inclusive school can be a platform for holistic development of children. They grow up accepting others constrains, others capabilities, learning together and growing to gather.