

Inclusive Education: Perspectives, Practices and Challenges

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ABSTRACT

Inclusive Education is a current way propitious educating the children with disability and learning hardness with that of typical ones within the dupe pavilion. Inclusion is about making sure that each and every students feels welcome and that their unique needs and learning styles are attended to and valued. Inclusive stresses that children with special need can be included in common school system without any perfection and separation. Without confine them into the borderline of exceptional school, provisions can be construct for a child with special need who can also get convenience to learn with other students having identical, capacity and facilities. There is a distinctly declared arrangement in the world the whole children have the right to education regardless of their race. Gender, nationality and disability. In India, the 86 the constitutional amendment guarantees education as a fundamental right to all and this includes the child with a disability. Avoiding the option of segregation and making them confined within the boundaries of special schools, experts of inclusive education are advocating and inclusion of children with special needs in to the common schools. We only then can claim the provision of equal opportunity particularly in education. There should be cooperation among teachers, students and parents and educatethe public to dispel the negative attitude towards disabilities, providing training to instil skills required ininclusive classrooms and revising curriculum to make flexible enough to respond to the different needs of the students.

Keywords: *Inclusive Education; Perspectives; Practices and Challenges.*

INTRODUCTION

Inclusive education means welcoming all children, without discrimination into regular or general schools. The exertions of the Government of India ever the last five decagons have been propitious distributing exhaustive scope of services propitious education of children with disabilities. Inclusive education is a developmental approach seeking to address the learning needs of all children, youth with adults with specific focus on those who are valuable tomarginalization and exclusion. Inclusive education means that all students, nevertheless of their capacity level, are contained in a conventional classroom, or in the most proper or least prohibitive environment, that student s of all capability levels are thought as equals, and that teachers must adapt their curriculum and teaching procedures so that all students help.

The idea behind giving disabled children a place in school-age child care is that positive environment offered by the centre should stimulate them. To others special support may be necessary, e.g. By supplying extra staff for an individual child or child group or support in the



form of consultation by a special needs pedagogue and by supervision for the staff. The goals of the leisure time centre consider the children's all round abilities to be able to after other alternatives for learning. Inclusive education in its real sense is nothing but a process of creating a system of education those eaters to the needs of all children, which is not practiced in India. Further, inclusive education has in the past dealt predominantly with children with disabilities, and the need to focus on these children remains the main objective, as the generally face exclusion due to various reasons. This unit aims to bring forth a background and synopsis of crucial issues, theories and schemes in relation to inclusive education, which are pertinent to circumstance where economic means and retrieval of information is limited.

Throughout the 19th century children with special needs were institutionalized, segregated and blithely discriminated. The term inclusive education appeared in literature in the late 1980s as an alternative to special education to give access to children with special needs coming from diverse background. In early history of education. Children with disabilities were considered as uneducable and it was believed that they require special set ups for education and there was hardly any social acceptance.

Inclusive education appeals to an education structure that encompasses all children inconsiderate of their physical, emotional, social, intelligence, rhetoric or other candidate situations. For the improvement of social skills and excellent social interrelationship of the student's inclusive education is the demand of education structure. The overall aim of this paper was to explore the perspective of Portuguese teachers about the challenges of inclusive education. All present, Portugal is working on important changes in the educational system, enacting a clear legal framework for the inclusion of all students, attending diversity.

CONCEPT OF INCLUSIVE EDUCATION

Inclusive education means that all students waited and are welcome by their surround schools in age proper, repeated classes and are approved to education, subsidise and partake in all elements of all the life of the school. The world declaration on Education for all adopted in Jomtien Thailand (1990), set out as an overall vision: universalising access education for all children, youth, adult and promoting equality. Inclusive education is about how we develop and design our school, classroom, programs and activities so that all students learn and participate together. Each child should be included in the main stream schooling without any exclusion due to perceived differences or support needs. An inclusive education system can only be created if ordinary schools become more inclusive, that is, if they become better at educating all children in their communities. Inclusive education is carried out in a common learning environment, that is, an educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the student's regular instruction hours and may include classrooms, libraries, gym. Performance that theatre, music rooms, cafeterias, playgrounds and the local community. A common learning environment is not a place where students with intellectual disabilities or other special needs learn in isolation from their peers. There are two types of inclusive education:

- 1) **Partial inclusion:** Children with disability are educated in the regular classrooms for most time of the day. For the rest of the day, They leave their regular classrooms to be



with their special education teacher aide in a resource room to work on individual academic skills or behavioral goals.

- 2) **Full inclusion:** a child needs to be isolated because of a skill he uniquely needs. It names that the disabled students get the special services they need in the regular classroom and stay there all day.

FEATURES OF INCLUSIVE EDUCATION

Following are the salient features of Inclusive Education:

1. Inclusive education is such education under which physically handicapped children and normal children together take education in normal class. Some more assistance is provided to handicapped children. Thus inclusive education is a practical solution to the anti-segregation and children with disabilities.
2. It is not a substitute for the exclusive. Inclusive education is compliment to specialized education. Sometimes every few physically challenged children can be admitted to an inclusive educational institution. Seriously, handicapped children who take education in specialized educational institutions, after acquiring communication and other talents, they can also get admission in coordinated schools.
3. Format of this education has been given so that the handicapped child gets equal education opportunities and they can live their life by becoming self-reliant like other people in the society.
4. Provides less restrictive and more effective environment to the disabled children so that they can live like normal children.
5. It is helpful at every level of the society in creating a healthy social environment and relationship between the disabled and normal children in the society. It minimizes the distance between each other in the society and provides a feeling of mutual cooperation.
6. This is a system under which physically handicapped children are considered as important as normal children.

SCOPE OF INCLUSIVE EDUCATION

The scope of Inclusive Education is highly broad. It covers a sizable area of subjects-

- 1) **Education for all:** Inclusive education inspections the essential way propitious the improvements of education for all to execute a correct amalgam between equity and equality.
- 2) **Multiplicity and differences:** It is extensive eyesight and perspectives which is proper for informing the multiplicity and variations.
- 3) **Target group:** The one of the key area shadowed up by inclusion education is approve group. It is the group include of special educational needs. It studies about the involve of such children to improved service with the ordinary students.
- 4) **Extensive cooperation:** fruitful inclusion involves comprehensive cooperation and help from all sectors of society to perform the purpose.
- 5) **Eliminate group:** Inclusion, as we all know that is improved unrelenting exclusion. Thus it adjust substructure to different eliminated groups. Such groups involved rural population, girls and students with particular needs.



- 6) **Support services:** inclusive education, to be prosperous must supply proper help services. One of the significant capabilities is teacher help.
- 7) **The financing of inclusion:** Inclusive education inquiry about the bankrolling of inclusion. It inquiry the issues connected to denationalization and decentralization and the influence of market situated education.
- 8) **Education as a right rested way:** It studies education as a right rested way. Education is the correct to each child. Inclusive education understands that all children should be involved in education without distinction.
- 9) **Collaboration among the parents and the school:** For the prosperous prosecution of inclusive education, relationship between the parents and the school is significant.
- 10) **Public policies:** Inclusive Education lonely can't construct an inclusive society. Policies should supply a base for the improvement of citizenship expertise in students and for reassuring quality. Inclusive education is a highly great conception. Inclusive education range can't be restricted to a number of element areas. Inclusive education covers up an extensive scope of areas of inclusion.

ISSUES AND CHALLENGES

Inclusion is an international buzz-word in education and India education has no exception. It may also be seen as a continuing process of breaking down barriers to learning and participation for all children and young people. Inclusive education should create opportunities for all learners to work together. According to national education ministry regulation” inclusive education is an educational system that provides opportunities for special needs and talented students to pursue education at mainstream schools along with other normal students.

Issues in Inclusive Set-up:

- **Inappropriate syllabus alteration:** To make the concept of inclusive education successful, there is a requirement to alter existing syllabi in order to meet the special needs of every learner, including children with disabilities. Models like ‘Universal Instructional Design’ need to be appropriately developed and integrated with the syllabus. Sadly through, desired curricular alterations are either not good enough to benefit children with disabilities or do not exist at all.
- **Support services:** For implementation of inclusive education in regular schools, there is a need to have a strong support system. Other than the teaching staff, all schools must have trained helpers, physiotherapist, special evaluators, who can facilitate the development of children having special needs. They should be present in required numbers and should be well qualified. However, the truth is that hardly any regular schools are the equipped with adequate and well- trained service staff.
- **Lack of proper pre-service teacher training:** Unfortunately, there-service teacher training programmes being run country wide are well designed to prepare and train potential teachers with regard to inclusive education. Alternations need to be made in design of these existing pre-service teacher training programmes. Presently, teacher training programmes operating special teachers come under the purview of Rehabilitation Council of India while those training regular teachers are managed by National Council for Teacher Education.



There is a dire need for these to apex organisations to work together and formulate process for making accomplished teachers adept at existing inclusive education.

- **Lack of proper and competent policies:** Government of India boasts of comprehensive implementation of inclusive education at all levels of regular schools. Nevertheless, on paper it may have been so, but due to poor policy planning and improper means of implementation, they fail to achieve desired results. Moreover, government has been able to implement inclusive education only in public or funded schools, whereas the same has not been enforced and ensured in many regular private schools.
- **Low self-esteem of children with disabilities:** Low self-esteem of children with disabilities poses a very big problem in effective implementation of inclusive education. The worse thing is that people around such children, generally, instead of boosting their morale further lower their feelings by playing a negative role. In order to achieve the real objectives of inclusive education, it is important to somehow make these children feel good about themselves.
- **Unavailability of funds:** For a huge and diverse country like India, implementation of inclusive education at all levels needs huge amount of money. Being a developing country, the apprehensions of the government are not completely unfounded.
- **Less students' enrolment:** Enrolment rate of children with disabilities at least on par with that of nondisabled children in the mainstream education system.
- **Negative attitude of parents and teachers:** Negative attitude of parents and teachers towards disability, differently bled and marginalised children is also one of the major issue in inclusive education set up.
- **Large class sizes:** Large classes are the big hindrance for the special students in order to take full advantage in the mainstream classes.
- **Lack of competition among teachers:** Teachers are the key actor to successfully implementing inclusive education. There is lack of competency, proper knowledge and educational qualification which are required from teachers in order to fulfil the predetermined purpose.
- **Inadequate infrastructure:** Lack of infrastructural facilities in our institution is one of the big issues which hinders has to realize the dream of inclusive education.

CHALLENGES IN INCLUSIVE SET-UP:

- **Resistance of parents:** The parents and families of such children should be made aware of such provisions and rights through awareness programmes and advertisements on printed and electronic media.
- **Execution of policies:** Concerned authority should be sincere and committed enough to execute policies regarding inclusive education, implement the constitutional rights and provisions without considering the loopholes and technicalities.
- **Social attitude towards disability:** We have to organise programmes regarding the spread of awareness related disabilities and should creating a positive social attitude towards disability and differently bled and marginalized children.
- **Peer coaching:** they are must be peer coaching for important of teaching and learning in inclusive educational setup.



- **Increase skill based teaching:** Trainees of mainstream teacher education centres also should be provided skill for handling such children.

PROSPECTS OF INCLUSIVE EDUCATION

Inclusive education is an improvement and way seeking to location the learning requires of all children, youth and grown-up with a specific goals on those who are exposure to stigmatisation and rejection. An increasing number of publications, policy papers, workshop etc. have encouraged the ideology of inclusion. Some organisation and people, however, aboutwhether the ordinary classroom can provide quality education for disabled children. Recognisingthe right to education, the flagship to unite all EFA partners in their efforts to provide access to quality education for every child, youth and adult with a disability. Seek to ensure that all government entities, donors and NGOs endorse the universal right to education for all children, youth and adults with disability. Act as a catalyst to fully incorporate the flagship goal into national plans of action and regional policies. Seek to ensure that the EFA monitoring process includes specific quantitative and qualitative statistics and indicators related to persons with disabilities and documentation of resources allocated to the implementation of EFA for these individuals. Identify and disseminate effective practices and stimulate Research and studies related to the flagship goal to include in such areas as:

- ❖ Quality teacher education
- ❖ Curriculum and pedagogy
- ❖ School organisation including adequate accessible facilities
- ❖ Aids and appropriate materials

Availability of specialist teacher supports, if possible to the regular classroom teachers. Thus, we as teachers, parents, teacher educators etc. have to facilitate the implementation of inclusive education not only as a program but also as an ideology and ideology based on the principles of human rights approach wherein stress is lead on giving importance to the individual and respecting his/her potentiality in the teaching learning process.

OPPORTUNITIES FOR INCLUSIVE EDUCATION

Even though there are some challenges of implementing and practicing inclusive education, there are opportunities as well. Educating children with disabilities in the various schools is an advantage for everyone. This chapter will discuss some of these opportunities of inclusive education.

1. **Building and Providing Facilities:** Inclusive education has many advantages for children with disabilities as well as parents, schools, teachers and Society. This leads the government to provide more facilities. As the government wants to implement and practice inclusive education, it builds more schools and provides more facilities we do not only benefit disabled children but everyone around them. Building more facilities encourages more children to be in school because a lack of facilities becomes the barrier for many children who findthemselves out of the school system. This lack has led many children to drop out of schools when there are not sufficient facilities to accommodate them. As more facilities are provided,it encourages more children to stay is schools and this also encourages teachers to develop a



positive attitude towards children with disabilities. Creating more facilities reduces the number of students in a classroom to help the teacher have time to focus more on each student. The result is that when teachers get more time for all the children, they also have time to encourage their students to help one another in the classroom. Furthermore, as the government builds or provides more facilities, it effectively reduces cost because it is more educational to build facilities that accommodate and benefit all children than building separate facilities for disabled children. As the government reduces cost by providing facilities to benefit everyone, they can use the remaining money to help train more teachers and develop expertise to help the teachers handle and teach diverse students in the schools. As teachers are trained, they get innovative ideas, techniques teaching approaches and styles to teach disabled students. This develops teachers to be creative and innovative in their teaching strategies. As more facilities are provided and teachers are trained, this encourages the implementation and practice of inclusive education to become effective. This then leads to the provision of appropriate teaching aids and equipment to support all children to learn which makes children's needs and interests taken care of. Furthermore, it encourages more flexibility in the teaching methods and approaches by teachers. This furthermore leads to positive attitude developed by teachers and children. Therefore, inclusive education encourages the government to provide more facilities and resources to support its implementation and practice.

2. **Developing Positive Attitudes:** Inclusive education puts both non-disabled and disabled children in the same school and classroom with teaching approaches that benefit all of them. The environment is free and safe. There are facilities to accommodate all children and this encourages everyone to develop positive attitudes towards disabled children. When teachers are educated, trained, and supported in inclusive practice, it helps to develop positive attitude and behaviour towards disabled children. This encourages teachers to teach and train their students to do the same. Banks and Banks argue that teachers need to apply teaching approaches that include children with disabilities which makes them respect and encouraged their students to do the same. It brings about collaborative learning as they study together. This makes children with disabilities feel accepted by their peers and encourages children to stand up for one another to prevent any discrimination among them. They develop mutual respect. Moreover, families and Society develop positive attitudes as well when they have knowledge about inclusive education. It promotes a union between the school and parents, making teachers and parents help each other in helping disabled children within schools. This encourages parents who want to withdraw their children from schools to reconsider their choices. As argued by Slee (2011), everyone should be able to understand the importance of inclusive education which leads people to embrace and support all children with disabilities in the schools and communities. This leads people in the communities to help them do their homework as well as other activities. As the children are supported and encouraged, it brings them closer to people which helps us all to develop a positive attitude and good behaviour towards them and this leads them to participate in the society as well. Inclusive education leads people to develop positive attitudes towards disabilities.
3. **Developing Themselves and the Society:** Developing good behaviour towards children with disabilities encourages them to participate in the school. It helps them to get a proper quality



education to develop themselves. Inclusive education promotes quality education and social development for disabled children. As they develop themselves, it leads them to participate in activities and work to develop the society and nation. As they better situate themselves in society, it generates people to accept, appreciate and respect them. This leads to the development of the nation because it encourages them to do more for their country. As started by Ametepee and Anastasion (2015), disabled children had the chance to do life skills activities such as weaving baskets for trading in the country which helps to generate incomes for them and the government and the government uses the income to develop the nation. Mihai stated that it brings advantages in respect of the evaluation of the society, on the labour market, more income to generate from the work they do as well as other children to develop the country. Furthermore, as disabled children are developing themselves, acceptance, appreciation and respect from people around them is generated and this helps to bring tolerance and harmony among people in the country. This helps to develop the country by creating a better future for today's generation and the generations to come and to a greater degree, include everyone whether disabled or not to live together in society. It increases social inclusion, builds relationships, encourages networking and gives opportunities for people to interact among themselves as with other communities and nations, thus, preparing all for inclusive life and Society in the future. Therefore, it is important to implement and practice inclusive education for disabled children to develop themselves and their country. Each and everyone's contributions help in the development of the country.

EDUCATIONAL SIGNIFICANCE

Education as we assume is one among the reminiscent ways to progress a perfect human being. Inclusive education is a large step in this admiration. In sequence to fulfil actually inclusive education, we require to think about and integrate children with special needs into constant schools. Specially, because this kids face some genre of different to learning and contribution in the classroom. As generic education classrooms involve more and more different students, teachers learn the valuation of accepting every one student as individual. As specified before there are abundant positive efficient of inclusion where both the students with special needs across with the other student in the classroom advantage. Research has expose positive consequence for children with disabilities in areas such as arriving individualised education program purpose, upgrading communication and social skills, improving positive partner cooperation's, abundant educational outcomes, and post school adaptations.

In an inclusive educational scenting, poor-performing students are capable to get extra support even though they did not certify for special education. Peers of students with disabilities moreover exposure growth in social conception, often can become another aware of the requires of others in inclusive classrooms. This inquiry may be a support to the strategy makers and collaborators to address the challenges which interfere while effecting inclusive education.

- 1) **Good academic performance:** research has soon that students learning together in the classroom improves academic excellence. Students said higher expectation for themselves due to the presence of others with diverse attitude. Students who are disabilities challenge themselves to perform optima Ali like their classmates while other student's also continuously high standard for themselves.



- 2) **Friendship develops:** schools are important place for children to develop friendship and learn social skills children with and without disabilities learn with from each other in inclusive classes.
- 3) **Differentiate instruction:** All students learn differently and their individual need should be taken care of. This is more so important for students with disabilities. Teachers meet everyone's needs by presenting lessons in different ways and using universal design for learning. Teaching strategy is to break students into small groups. By using small groups, teaching can be led to the way each student learns best. This is known as differentiated instruction.
- 4) **All children learn by being together:** the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits, children learn at their own pace and style within learning.
- 5) **Reduced stigma:** In developing nations, there is a stigma towards people with disabilities. Inclusive classrooms are filled with diverse learners. These lead students to talk about how everyone learns in their own ways, develop understanding about each other's change and weakness. They may find that they have more in common with other kids than they thought. This can go a long way in reducing stigma for students with learning and attention issues. It can also help them build and maintain principle inclusion in schools goes a long way in helping remove the negative society towards disabled people.
- 6) **All children learn in different ways:** inclusive is about distributing the support; children require training and performing in a meaningful way. Sometime, help from friends or teacher work best.
- 7) **Development of leadership skills:** students in an inclusive education environment naturally learn to take out the responsibility of caring for one another. There are situations where students stand up and speak up to protect their friends who are bullied. These naturally can lead to a leadership skill. The school is also in colleges sale Discovery as students with diverse abilities find themselves performing roles and functions day usually would not be exposed to if they had been separated.
- 8) **Children develop a positive understanding of themselves and others:** when children attend classroom that reflects the similarities and difference of people in the real world. They learn to appreciate diversity. Reverence and awareness enlarge when children of distinct capabilities and lifestyle sport and train together.
- 9) **Economical:** most developing Nations like India have problem of housing in education. There is a lack of schools as well as teachers. By converting schools into inclusive schools, we not only save the expense of constructing a new establishment, but also get to retain the experienced staff. However, the existing staff will require additional training, which despite its additional cost, is still more economical in the long term.

CONCLUSION

Inclusive in education is an approach to educate students with special educational needs. Under the inclusion model, students with specific demands disbursement must or all of their time with non disabled learners. It is not impossible to attend success in inclusive education in Nation



throw effective strategies and other means but at the same time there are some issues as well assume challenges which we have handle by soft hands. To make inclusion appropriate teacher preparation, awareness and attitude towards disabilities, retention of special children etc. must be made compulsory in all programmes irrespective of elementary, secondary level and higher education. Further quality resources, facilities and facilities must be supplied to each institution to make inclusive education program successful. The Government of India is demanding to enhance it education arrangement directing on the inclusive way. Therefore, formation up rose as a good answer to the question of how to educate these children farther efficiently.

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