A review of Need, Importance, Challenges and Strategies in implementation of inclusive education.

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Abstract:

Inclusive education essentially refers to the educational philosophy that students with disabilities "should be placed in the same classroom environment as other students their age who do not have special needs." This allows special students to forge friendship with their peers and feel less socially tensed about their disabilities. The ability to educate disabled people firstly requires an elementary understanding of the different types of disabilities and how they are identified. There is also a need to understand the wide variety of issues and emerging trends associated with special education. Educators all across the globe are looking for methods to construct schools that promote justice and improve the learning and performance of all students. They're learning that isolating pupils by race, gender, culture, language, and ability models oppression, hinders effective learning, and prevents the formation of connections among different youngsters. Innovative and concerned educators are working to build inclusive schools where students of very different backgrounds may study together.

Keywords: Inclusive, Education, Importance, Teaching

Introduction:

"Inclusion is a philosophy which embraces the idea that everyone has something of value to contribute and that everyone has the right to belong — Lisa Friedman." There are many different perspectives on what inclusive education is and how it might be used to help students with disabilities. The concept 'inclusive education' will be discussed in this unit. It will also give a brief overview of comprehensive activities carried on by government agencies, NGOs and private organizations in this field. Inclusive education in its real sense is nothing but a process of creating a system of education that "caters to the needs of all children", which is not practised 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 they 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 circumstances where economic means and retrieval of information is limited. The term 'persons with disabilities' has been used instead of 'disabled people' throughout the text. Disability is a range where language may be bound to discussion and modification.

All differences in age, gender, culture, language, and health, as well as differences in economic position, religion, handicap, lifestyle, and other factors, are recognised and appreciated. Inclusive education is part of a larger strategy that promotes holistic development with the goal

of creating a world that is filled with peace, acceptance, resource sustainability, and social justice, where everyone's basic needs and rights are addressed. It is concerned with "tailoring the system to the learner rather than the student to the system."

It places the 'problem' of exclusion squarely on the shoulders of the system, rather than the person or their uniqueness. In these times, when efforts are being made to give education to everyone, it is necessary to consider those who are unable to do so for a variety of reasons. Children with special needs are a significant group. Due to unacceptable mind processes and non-inclusive education systems, children with impairments are often denied the opportunity to attend school. Creating chances for children with special needs should be a priority for any community or country, so that all human beings, regardless of their physical, mental, social, or economic condition, may have equal and fair possibilities, which is a fundamental human right.

Need, Importance, Challenges and strategies of Inclusive Education:

Need:
Disabled students have been integrated into mainstream education in countries across the world. In order to achieve truly inclusive education, we must take into account and incorporate students with special needs in regular classes. Due to the difficulty they have in the classroom in terms of learning and participation. Teachers are realising the importance of recognising each student as an individual as general education classrooms grow more multicultural.

In effective inclusive programmes, teachers alter activities to include all pupils, even if their specific aims are different. We now know that the best way to guarantee that all students realise their full potential is to provide an inclusive educational experience for them all. Studies show that students learn and perform better when they are exposed to the breadth of the general education curriculum. An increasing amount of research shows that children do better academically in inclusive contexts, and inclusion provides opportunities for children to make relationships. There are several benefits to working with children who have special needs, including the development of friendships, social skills, and personal values.

Parental comfort with people with exceptional needs may be an interesting side effect of children's experiences. These long-term friendships may assist people with impairments better handle social situations in the future.

Importance:
The benefits of inclusion, as shown by research studies, have laid a solid foundation for us to continue with inclusion methods and achieve maximum achievements in "the education of children and teenagers with disabilities." The following points demonstrate the necessity for the significance of inclusive education, not just in our context but also globally.

- If we believe in democracy, inclusive education is not just necessary; it is required. Democracy is beneficial to mankind, and if humanity is to survive, variety must be acknowledged and cherished. Hence the value of diversity and a varied community cannot be overstated. When children are trained to live in groups with their peers at

school, they form these communities. One of them grows and develops as a result of their interactions with each other.

- • Students with and without disabilities benefit from increased educational opportunities. More than three decades of research have shown that inclusive education increases the achievement and capacities of students with disabilities and their peers without disabilities. Advances in literacy (reading and writing), math, and social studies, as well as stronger communication skills and more friendships for kids with disabilities, are all included in this category (SWD).

- As a result, societies must modify their institutions to guarantee that "all children, regardless of age, gender, or disability", have access to their fundamental human rights without discrimination.

- On a personal level, "inclusive education" helps students to form connections with their classmates and feel less self-conscious about their impairments, resulting in better levels of confidence than those who are separated from their peers in other classes due to their disability.

- Inclusion also results in a blending of varied abilities and qualities, which these youngsters utilise as they grow up together. "Braille and sign language", for example, soon become alternative forms of communication for all of the children, and non-disabled youngsters actively aid their "wheelchair colleagues" with movement.

- These successfully break down "communication and accessibility" obstacles, as well as enhancing group studies that benefit the group as a whole.

Challenges to implement Inclusive Education:

The number of handicapped individuals in India is enormous, their issues are complicated, resources are few, and societal attitudes are harmful. The path to inclusive education is long and winding, with many obstacles and possibilities along the way. As a bilingual, ethnically and religiously diverse country, India has a wide range of social strata. India has an estimated population of 1,210 million people, making it the second-largest country in the world after China. 17 percent of the world's population and 20 percent of the world's unschooled children live in the country. The goal of inclusion is to provide pupils with assistance. As schools accommodate kids with more varied origins and skills, the primary goal has grown more difficult. The number of individuals with disabilities in India is estimated to be 26 million, or around 2.1 percent of the overall population, according to official figures from the "Census of India (Government of India, 2011)."

However, according to "UNICEF's Report on the Status of Disability in India (2000), over 30 million children in India" are disabled in some way. Approximately 10% of the world's population has a disability, with 80 percent of these individuals living in poor nations. However, in India, 75 percent of persons with disabilities reside in rural regions.

"The main challenges can be summed up in the following points:

- Fighting against poverty associated with disability
- Modifying deeply held attitudes

- Dissemination of Information and public education
- Providing adequate levels of training to key stakeholders
- Making provision for adequate resources
- Understanding Children with Special Needs

Possible Strategies to Address some of the Challenges:
- Training of teachers.
- Designing innovative system of training.
- Establishing collaboration among different ministries.
- Involving NGO's in implementing inclusive education programs
- Establishing an alternate system of examination.
- School-University partnership. Now let us go through these strategies in brief and understand how each one of them support Inclusive Education."

Conclusion:

The Right to Education Act of 2009 guarantees education to all children, regardless of "their caste, religion, or aptitude." It is critical to use an "inclusive strategy in order to create a more inclusive society." We've questioned long-held views and formed a new set of essential assumptions as a result. Inclusion is more than just a means of teaching disabled kids. It emphasises that each kid is a valued member of society who is capable of participating in that society, regardless of the degree and extent of his or her disability. "A good inclusive education permits all students to participate equally or nearly equally in all elements of the classroom." The engagement and collaboration of educators, parents, and community leaders is critical for the establishment of stronger and more inclusive schools in order to face the difficulties. To improve education in India, the government is stressing an inclusive approach. In order to overcome the problems, it is necessary to raise public awareness of human rights and to publicise successful examples of individuals with disabilities in inclusive education and in life beyond school. Creating an inclusive learning design is the only way to ensure that education is pleasurable for all children, so that they feel a part of it rather than an outsider. This led to the conclusion that inclusion was the best way to educate these children.

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