

Inclusive Education: Concerns and obstacles

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Abstract

International attention has been drawn to inclusive education as a result of the Education for All campaign, which began in 2000. A fundamental right to universal education is guaranteed under the 86th Amendment to the Indian Constitution. Then they include the disabled child. Two progressive bills were passed. The RTE Act and the Children's Rights Act, as well as the People with Disabilities Act, have shifted public policy away from a welfare-based approach and toward affirming human rights. On the other hand, in their protest, activists point out that those children who have parents who aren't there aren't allowed to go to school, even though they've been enrolled. The essay's examples show when young people tumble through a fractured system, disability legislation recognizes a human trait, and some critical factors in achieving the quality of the curriculum, pedagogical reform exams, and most importantly, teacher training include a collaborative culture all stakeholders, teachers, students with special needs, etc. Educational leaders, families, and public personalities are among those who have expressed concern. A disability is needed now to help the whole school grows and to make sure that all of the kids are involved in school activities.

Keywords: Obstacles, Universal Education, Disabilities, Pedagogical reform, Collaborative Culture, RTE Act.

INTRODUCTION

The right to education is very new notion in parts of India, which has been grappling with its school enrolment system for quite some time. In the last decade, there has been a movement with regard to disabled children's education from a welfare-focused to even a basic dignity strategy. Ratification of the UN Convention (UNCRPD) by the Indian Govt. Children's Rights FCEA (Reproductive Health and Education Act 2009) and the ADA (2016) (RPWD Act): Inclusive Education But school retention and dropout rates Does this progressive worldview address these issues? Good school practises? In promoting human variety, schools use humanistic methods. The aspects of life that make the difference between acceptance and rejection Positive psychologist Martin Seligman states "values-based positive

inclusive schooling" of freedom, trust, and diversity is essential. Tony Booth, the author of it, stresses democratic ideals, inclusion as a participatory practise Equal instructors and students. Are today's teachers ready to adapt the curriculum, work together and construction of a new integrated classroom with a UDL culture? My training as a special educator in the 1990s coincided with the Dakar World Education Forum in 2000. In education, the children's idea that disability prevents them from attending traditional schools, and poverty, gender, and the cultural aspects, gained traction. When I first came upon inclusive education, The Index for Inclusion Field Project was a four-nation project involving India, Brazil, SA, and the UK. The inclusive education I envision is in line with the Index's ethos that all students and staff must be valued,

heightened participation and school community collaboration. It's about teaching, students, and community. People who want to improve the whole school need to get rid of barriers and make it easier for everyone to get into inclusive education.

Inclusive Education: Then and Now:

The 86th Amendment to the Indian Constitution included the education of disabled children in the "Education for All" goals. In 2002, Article 21A guaranteed education as a fundamental right. Giving is both free and required. All children aged 6 to 14 were entitled to an education group until 2009, when the RTE Parliament passed a bill. For the first time, the law required that minors with disabilities be included in conventional education. In the very same period, I likewise signed the International on the Rights of the Child in 2007. Then the RPWD Act 2016 replaced the Disabled People (Equal Chances, Take Action) PWD Act. In this piece, we'll look at the legislative efforts' inclusionary education parts and how they affect the quality of educational learning.

- The RTE Act should be viewed first and foremost from the perspective of disability in terms of education for all students, as well as accessibility schooling. After that, all will see at the RPWD Act and its parallelism with RTE Act.
- It's more difficult now that there is a treaty called the UN Convention on the Rights of the Child and new types of impairment caused by the environment.
- Finally, we shall all read the Acts of the Apostles together. Take, for example, the UN Convention on the Rights of the Child's concept of universal design to make schools more inclusive.

Right to education is a law:

Diversity in education is part of the "right to education." According to the RTE Act, all children should go to school. Along with school, enrollment is supported by this zero-rejection policy. The Act makes it possible to improve the quality of schools. Finally, the

RTE Act was passed through the right training for teachers, a barrier-free environment, and improvements in teaching methods and changes to the curriculum. This makes it mandatory for the state to keep an eye on the school. The way bodies are run and how schools are run are plans for the future.

Another major component of such Act seems to be the significant focus on "Opportunities for learning" as a fundamental right that has been acknowledged mostly by Indian Courts like a fundamental right. It represents a change away from a welfare-oriented strategy in terms of priority and emphasis. It formalises a rights-based approach into a legal framework for discussion and debate. In order as for nation to ensure ensuring pupils health seems to be in excellent condition, institutions which have gained officially recognized recognition are expected to do so. Furthermore, the Act does not only cover enrollment. It also covers the overall quality of learning.

1. In accordance with Section 19, every kid is captioned to "a full-time education of equitable quality in a formal school that meets the requirements of essential norms and standards."
2. Rules or Guidelines established by a RTE propose a means for accessible to instructional content as well as classes which is not limited by physical limits, and the development of facilities is necessary.

Access to high-quality services the term "education" refers to the creation of circumstances that allow a child to develop and reach his or her greatest potential. A child had come across someone. Traditional social barriers are literally right outside your door. To overcome this, educational reform and other measures are required. Leadership that is forward-thinking and supportive of learning as well as participation by everybody.

RTE and the difficulties that lie ahead:

Right to Education Act states that students from disadvantaged groups are eligible for up to 25% of the available spots in private schools. However, would Fatima be able to advance

from the unique section at her neighbourhood school to a more traditional classroom environment? Section 21 of the RTE indicates that the Act includes provisions for the necessary school administration. A committee was formed with the responsibility of developing a long-term plan for the school's growth and development. If the programme is actually completed, the legislation declares that it is child-centered and child-friendly, which is correct in this instance. A girl can learn with her classmates about trauma and hardship if the setting is without stress, which is more likely to be the case. She continues to write despite the fact that she is unable to. Articles on "learning outcomes" for senior schools pupils can be obtained on the website of (NCERT). Schools, an index to the inclusion manual, and other resources and other resources modifications must be suggested for "accommodation and modification" when it comes to evaluation. Does this imply that the standard of living has declined? Is the issue of education getting any closer to being resolved? According to a KPMG statement published in 2016, on whatever the RTE has done 6 years since it was passed, the difficulties in the current discussion regarding education's overall quality. The Managing Director of KPMG In his remarks, segment says that current regime must have done a lot of thus far placed a particular emphasis on universal enrollment and infrastructure. Nevertheless, now is the time to put the emphasis on the overall education. A yearly report states that, according to the 2014 Education Report, 50 percent of 5 standard children's as well as 25% of 8 standards students are in this category. I am not able to read a reader for Grade 2. On the subject of learning outcomes in numeracy, it should be noted that pedagogy and interactions between teachers and students foster learning through comprehension and application. It is necessary to submit an application.

RPWD Act 2016:

The RPWD Act, which replaced the PWD Act in 2016, was a major victory for children's privileges. Disabled actors as investors played a vital role in societal upheaval and claimed a new era of movement. The fact is that the new

UNCRPD law is revolutionary. The RPWD Act prologue, the "principles of human empowerment" disabled these:

1. Recognition of individuals with impairments as valuable contributors to cultural variety as well as existence.
2. Accessibility for all .
3. The idea of dementia is malleable (That idea is focused on what we know about the UN Event on Children's Rights, where adults consider children to have a legal right to do so.)

Basic rules and regulations:

It says about mainstream schools: "a system of education wherein students with disabilities learn alongside peers without discrimination." Together with and without disabilities, we customized teaching and learning systems to satisfy the learning demands of various disabled students. It also elaborates on the requisites and methods of execution. It's a big deal because it's the RPWD Act, which is hugely important because of the incorporation of 21 different handicaps, fourteen more than before the PWD Act. The first moment, ASD (autistic spectrum disorder) Speech and Language Disability (SLD) Educating Children and others add another diversify the lecture hall in another way that teachers don't know how to deal with. Early detection is a well-known fact in the school system; this is a good thing to look at. It is estimated that early abnormalities go unnoticed in a very early stages of life and other people will be better off because they will get help from this. Early intervention and a lot of help it's a shame, because they end up not going to school. Problems they have to deal with in the new Act, the basic rules are still the same, but there are some changes. A tenders need to be transported and be able to move around. Barriers to communication will also be looked at. It is a reasonable way to make space for people. With curriculum adaptation, children could learn how to grow as a person. In his Aton class, he did the things he liked and functioned on identical items as everyone else. He could require the assistance of a teacher's helper. He requires a great deal of assistance in

order to do tasks such as making friends or solving a puzzle on his own time. All of these are currently in effect. The names of those who were involved in the Act are listed in Sections 17 and 18 of the Act. According to the document, 18 people are subject to "duties of educational institutions." A peculiar set of strategies to make learning more inclusive is proposed.

The RPWD Act also adds the word "barriers" to its definition of disability. Because of this, the UNCRPD says that disability is a big problem. Not in the person, but in the "barriers" that are put up by them. The world around us, there is a lot of hope in needy children's cases. Things need to be changed to be able to sit for a long time, because he isn't ready for it. To help his teacher, in order for him to learn, we need to give him activities that involve play. Responsibilities that are smaller in length as well as real rewards for good work performance in order for him to do better in class, he needs to do more. She has to get rid of the environmental, altitudinal, and other things that keep people from talking to each other. People who don't inspire hope should be cut out of the group and be left with a sense of wonder. Because educators can spell, a reasonable amount of space is what you should look for when looking for places to stay. Changes or tweaks to the curriculum or the way things are done in their inclusive school are being considered. This will serve as a model for the remainder of the class as they design their own development plans. It is for the benefit of the children to be allowed to attend. Few instances which will function in the context of text will serve as "reasonable accommodations" for everyone who reads the material. The following are the goals for the school's development:

Accessible buildings, campuses, restrooms, and transportation for children with special needs
Extra amenities

- Teaching assistance for students with learning difficulties or disabilities
- Individualized assistance to assist students in reaching their full academic potential, and the advancement of society.

- Modified textbooks, such as the Barkha, additional graded reader services are provided by the series. Produced by (NCERT). As well as, or in addition to, conventional communication systems, speech and language systems for youngsters with impairments

A key component of the RPWD Act is UNCRPD's "Universal Design" philosophy. "Universal design" refers to the design of products and settings such that they can be used by anybody and everyone, without the use of any additional resources, "Adjustment or custom Imbued" (Mace, 1988). In instructions, this means generating a variety of studying options. Learners of all ages and abilities have a wide range of educational styles and requirements. It is possible for children to grow up in a happy learning environment. All students have access to a variety of teaching and learning methods. Everyone else in the class, including him, Hence, it is the responsibility of every educator to grasp the diversity in their classroom culture. Self-reflection by teachers is essential in order to cultivate a supportive learning environment in the classroom. Examples of Universal Design for the Classroom Students of all levels can benefit from these interventions. Ramps, seats, transportation, and electronic devices for accessing books Participation: a graphic representation of the timetable vocabulary, teamwork, and project experiences at work and in the workplace, as well as participation in outdoor activities, the artistic arts, as well as the performing and visual arts, Written and oral art, theater, and multimedia presentations are examples of modes of expression. It's important to understand how the RTE and the RPWD Act interact. The RTE Act is examined in this section. And the RPWD Act from two different perspectives. Disabilities can be viewed from both a macro and micro perspective. An older welfare mentality, like the All India Education Abhyan (SSA), has a big impact on how people in the country think. Through various case studies, a second method is employed (below) to compile a list of practical aspects of inclusion.

Disability Education: Historical Roots in Welfare:

Education for children with disabilities remained a top priority even after the Constitution was updated in 2001 to guarantee that every child had the right to one. He was considered a taxpayer-funded recipient. This evolved as a result of welfare's long-term hold on society. It is possible to run separate services within the same building. For Education for All, this is the most important project. A campaign is required to get the SSA passed. Disability rights activists are children with special needs, which is a concern for me. In spite of being in school, they nonetheless find themselves working from home. There are SSA-funded projects. This is the exact opposite of everything we've ever been taught. The spirit of the RTE Act As with "capacity development," the lot of barriers that must be addressed, in order to determine the fate of children with particular disabilities, a great deal of assistance is required (with a 40 percent disability). They require a great deal of assistance in order to go about their daily lives. Disabled people's advocates are eager to learn whether or not social the narrator states, "We fit people in." on the basis of what we know right now because of a physical or mental impairment. This will have no effect. We value each person's capacity for personal growth because we don't pay attention to the things that matter most and limit the individual's development. According to a disability rights advocate, "given the conditions," An administrative assistant to the project coordinator, Meenakshi Balasubramanian, This is equivalent to the Center for the Promotion of Social Justice. Medical practitioners are authorized to issue certificates of disability. There will be no effect on admission to the institution because of this. The emphasis should be on classroom instruction in public school assessments. In Dipt Bhata's opinion, Dipt Bhata is correct. Vidya Sagar is the director of the disability resource. It's important to schedule evaluations at the appropriate times. Admission is required in order to create a welcoming environment for students as opposed to preparing the child for the future, in

other words, the environment. She emphasizes the thoroughness of the examination. It is imperative that the system itself evolve. RTE places a high value on quality. The curriculum and assessment processes should be based on ideas such as child-centeredness and activity-based learning. The change is also reflected.

All-School Perspective:

Schools must foster a collaborative culture that values and supports diversity if they want to attract more children with special needs. Here is a list of them. Here are a few suggestions for promoting inclusive education:

- The Index for School Performance can be used to evaluate schools' inclusion.
- Students with disabilities should be able to interact with members of the school community, such as administrators and teachers.
- Create guidelines for the cooperation of Educators as well as academic staff.
- Fostering joint working by developing training programmes and allocating materials for interaction and help with technology.
- They work with organisations that help people with disabilities to help them take part in regular educational activities.
- Make sure the school environment is accessible to everyone.
- Via Pre- and post-service initiatives, teachers learn how to teach differentiating instruction, cooperative learning, and curricular topics in different ways with amenities.
- Everyone should be welcome to co-teach in the lecture hall.
- Encourage instructors to meet often to discuss best practices.
- Make changes to curriculums and testing methods. To make use of a portable electronic device, go to
- Parents of disabled children should be included.

Conclusion:

Collaboration is essential for inclusive education to be successful. It is a process rather than the culmination of a series of events that have occurred in the meantime. A more pleasant learning environment will be created via dialogue and introspection among members of the school community. We know how it will be done in the most basic way. Special-needs students have the same desire to be self-sufficient as their peers. As all youngsters do, inconsistencies, on the other hand, occur as a result of insufficient self-reflection over attitudes and a dearth of opportunities for collaboration among stakeholders and educators (both general and special education)? Parents, children, and administrators are all specialists. Through a participatory dialogue, a respectful dialogue is established. It is very important for the development of education that is inclusive. It helps to build staff that is more aware of the needs of people with disabilities, as well as a variety of pedagogical techniques, alternative ways of communicating parents, Promoting collaborative working by developing training programmes and allocating resources for assistive technologies and communication. Make changes to curriculums and testing methods. To make use of a portable electronic device, Schools must foster a collaborative culture that values and supports diversity if they want to attract more children with special needs and the community who want to help.

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