

JYOTI B.Ed.
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Subject:- Inclusive School

Assignment:- Barriers in
Inclusive Education

Submitted To

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Introduction 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. While the practice of inclusion places extra demands on students and facility logistics, there are numerous benefits to all students, both disabled and non-disabled. Teachers in inclusive classrooms must incorporate a variety of teaching methods in order to best reach students of varying learning abilities. Inclusive classrooms encourage open and frank dialogue about differences as well as a respect for those with different abilities, cultural backgrounds and needs.

Definitions

According to Herbert Spencer, "Inclusive Education is defined as a learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, colour, gender, disability, sexual preferences, learning styles and language."

According to Miller, "Inclusive education means that all students attend and are welcomed by

their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contributed and participate in all aspects of the life of the school.")

Meaning

Inclusive education is based on the principle that all students has the right to get education in the same school under the same roof despite of having the disabilities in the students. It brings right to equality among students. Inclusion has an extensive meaning, which is not only about teaching students with disabilities in regular classrooms, but also giving them equal opportunities to fully participate in all educational activities.

Barriers in Inclusive Education

Despite the benefits, there still are many barriers to the implementation of inclusive education.

1. Social Barriers

⊖ Negative Thinking

Most of the people of any society take impairment as a curse of God and show their helplessness in

this regard. Parents too have negative attitude towards the handicapped children and take them as a liability. Because of this reason substantial number of respectable individuals are the severe critics of inclusive education.

② Discrimination and Prejudices

Prejudices are always the basis of discrimination. We are prejudiced against some persons, caste or religion for certain reasons that is why we discriminate them on certain grounds. So parents do not like that their children should mix up and interact with disabled children.

③ Special education is a good alternative

Many of the parents take special education and special schools as the better alternative for the education of handicapped children.

④ Typical Children are just to lose out of Inclusive Edu.

Inclusive education can be of no good for the non-disabled typical children. Because of bringing disabled children to normal school means to withholding the progress of general category of children.

⑤ No Problem exists

A large number of parents view that in regular system their children have no problem. When everything is going on well then there is no need of bringing about a change i.e. to shift to the inclusive education pattern.

⑥ No Expertise, Skill is Needed

Generally, it happens when we do not understand the importance of some high goal or we half-heartedly make efforts to achieve that goal or when we do not support the right means to achieve the goal.

⑦ Resistance to Accept Change

Some people are very rigid and reluctant to accept change. They think that big goal i.e. inclusive education will bring about a Herculean change, for which they are not mentally prepared. So same thing is happening in case of inclusive education.

⑧ Disabled and Handicapped are not Educable

Not only the parents of normal children but also of disabled children feel that many of the disabled children are not educable. It is true in case of

profoundly mentally retarded children. So this reason also become a barrier.

⑨ Availability of the Parents

In inclusive education to make it a success cooperation of system and parents is necessary but they are not ready to put committed efforts for their well being and progress.

⑩ Gender Discrimination

It is a universal phenomenon. It is prevalent in all societies since centuries. If the girl child is handicapped the discrimination becomes all the more severe crossing all tolerable limits. Education of the girl child with or without any handicap is a great hindrance.

⑪ Emotional Problems

Emotional problems aggravate the social problems. The physical and glandular changes in adolescents bring about emotional upheavals, with which the adolescents seemingly fail to cope with. Sometimes the sarcastic comments of parents, peers and teachers lead to the development of inferiority

complex making the problem more acute and difficult.

⑫ Negative Attitude

If society and educators have negative attitude towards students with special needs or have low expectations of them, children will unlikely receive a satisfactory inclusive education.

2. Educational Barriers

① Bases of Educational Barriers

Educational barriers are generally related to the following:

- ① Acceptability
- ② Availability
- ③ Accessibility
- ④ Adaptability
- ⑤ Attention etc.

In the sum, teachers and the organizers of education lack these basic components of educational success to a greater extent. So these things become the barriers in inclusive education.

② Less Sensitivity towards Diversity

Teachers, administrators and organizers etc. are less sensitive towards diversities. We are adapted towards homogeneity. So disabled children

have to face severe setback from the school authorities for getting education in inclusive school.

③ Preference for Rigid, Inflexible Curriculum

Teachers and persons associated with education have special preference for what is already going on in curriculum. So they are quite resistant to bring about change in curriculum. Inclusive education needs a lot of change in the curricula, teaching strategies, dealing with students. So the fundamentalists react to it and criticize this approach.

④ For Superiors and Deficients Special education is Beneficial

Some experts and teacher opine that the intellectually superior and mentally deficient children should get benefits of special education institutions rather than inclusive education.

⑤ Apprehension about lowering down the quality of Education

A substantial no. of teachers view inclusive education is a process of lowering down the quality of

education and thus hampering the status of education in the society. They feel that admission of diverse types of children will lower down their academic performance and achievement in the exams.

⑥ Hampered Competitiveness

Inclusive education supports co-operative learning and interactive social activities. The critics opine that inclusive education does not prepare children for the modern competitive world to progress and further being ahead of others. So it hampers the competitive nature of the student.

⑦ Inclusive education as in virtual practice

NCERT and many regional centres of education and educational institutes have been organizing workshops on inclusive education and in service teachers training programmes at different times. Following points have been raised:

- (a) In school there is already so much work and no time is left to this type of an activity.
- (b) The provision of teaching disabled children along with the normal or non-disabled children is not possible.
- (c) The classes are so big that it is difficult job just to maintain discipline.

⑧ An additional Burden

In countries like USA the teachers executing responsibilities in inclusive education are referred to as 'Method and Resource Teachers'. These teachers are likely to do the following duties:

- (a) Planning and development of the programme
- (b) Execution of the programme
- (c) Evaluation, assessment and perspective services.
- (d) Monitoring the programme.
- (e) To establish communication
- (f) Direct instruction.

In our country, most of the teachers generally do teaching work, many of them half-heartedly, that is why they perceive inclusive education as a very difficult process.

⑨ Scarcity of Teachers and Trained Teachers

In general, school system there is acute shortage of teachers and especially of trained teachers. So it becomes the barrier of the inclusive education.

⑩ Accessibility

Some schools are still inaccessible to students in wheelchairs or to those other mobility aids and need elevator, ramps, paved pathways in the

building.

3. Economic Barriers

① Expenditure Grant-in-Aid in a wasteful manner

Under the purview of school welfare committee and SSA a certain amount is disbursed to the school for the welfare of students in general. But this grant-in-aid is not spent in a meaningful way by many schools. The economic barriers are concerned with adequacy of the funds and honesty and accountability of the administrators and the distributors etc.

② A white Elephant Approach

Inclusive education is said to be a very costly approach in terms of time, money and human energy. The bigger the Abhiyaan the more difficult it would be to execute successfully, and the expenditure likely to incur would also be a huge one. But otherwise we are helpless in expending for our problems like dropouts, failures, repetition and reappears etc.

③ Inadequate Grant-in-Aid

Grant-in-aid allotted for education has always been inadequate may it come from central or state Govt. Education. The funding is either big or small more important than that is the purpose and way of its spending.

Conclusion

So these obstacles in inclusive education are the factors that can affect students with disabilities in a general education classroom and inclusive education itself. Only a profound understanding of these factors and relevant issues that hinder inclusion, and the elimination of them will make true inclusion a reality for all children to learn together. By collaborative working of students, teachers, parents and the system we can make inclusive education a success.