

# An Overview on the Challenges and Role of Teachers of Inclusive Education for Disabled Students

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**Abstract** - Due to international commitments to the education of children with disabilities, India has seen significant legislative changes and a rise in the number of children enrolled who had previously been excluded from the formal education system there. People's perception of disability and the acknowledgment of disabled people's rights have changed dramatically throughout the world. For the protection of people with disabilities' rights, India enacts the 'Right of Persons with Disabilities Act, 2016'. However, the social history of people with disabilities in India shows that despite many legal protections and regulatory frameworks, they continue to suffer several disadvantages. The implementation of inclusive education is seen as being impossible without the involvement of educators and administrators. For this reason, they are considered lynchpins in the process of integrating students with impairments into normal classrooms. This will be impossible unless people practice and develop attitudes toward inclusive education. An outline of the difficulties and responsibilities of inclusive education instructors for children with disabilities is provided in this article.

**Index Terms** - Inclusive Education, Disabilities, Inclusion, Children with special needs, etc.

## I. INTRODUCTION

Disability-inclusive development refers to include and making accessible to people with disabilities at all phases of the development process. It mandates, among other things, equal access to education, health care, jobs, and social security for all people. More than a billion disabled people live in poverty and exclusion than the general population, regardless of where they live in the globe.

Diverse definitions of inclusive education have been developed to meet the diverse learning requirements of students with disabilities. Over the past five decades, the Indian government has worked hard to provide a wide variety of services for children with

disabilities in their schooling. Inclusion is an attempt to ensure that varied learners — those with disabilities, different languages and cultures, different homes and family life, different interests and methods of learning — are taken into consideration when planning educational programs and initiatives. Inclusive education means that all children will be included in the mainstream education, regardless of their talents and shortcomings. According to education policy, children and people with special needs are increasingly being prioritized in India's classrooms, and inclusive education is now a top priority.

Inclusive education has become a major educational problem in almost every nation. As the country's future citizens, all school-going children, handicapped or not, have the right to an education. As a result, inclusion is now generally recognized since the best educational strategy for the twenty-first century, as it maximizes the potential of the overwhelming majority of students while also protecting their rights.

## II. INCLUSIVE EDUCATION: ROLE OF TEACHERS

Many children, particularly those with disabilities, have unmet educational requirements since traditional schools and classrooms aren't equipped to meet their needs. This explains why a large proportion of students with impairments do not attend traditional educational institutions. It's hard to make an argument for inclusion unless normal schools have the resources to do it. This goal's shifting responsibilities for the ordinary classroom instructor provide a significant obstacle to overcome (Jha2002). Adaptation to this environment is the responsibility of the normal classroom instructor, and these teachers must be able to create and modify curriculum to suit the requirements of individual pupils. For normal

classroom instructors, recognizing how a handicap impacts a student's ability to acquire academic skills or adjust to social situations is a necessary skill. The teacher's role in inclusive education is critical; the instructor must be able to solve issues, take advantage of children's unique interests, and harness their inner drive to help students acquire the necessary abilities. He/she is capable of creating circumstances that are suitable for every pupil, regardless of their skills. The teacher also has the power to alter assignments for pupils and create classroom activities based on his or her own preferences. In addition to primary and secondary schools, these teaching techniques may be used in higher education. It implies that rather than seat-based instruction, more will be done in the form of activity-based instruction. Teachers have a variety of responsibilities when it comes to inclusive education.

- Teachers should accept, appreciate, and promote culturally specific characteristics of disabled children.
- Teacher should take care about economically disadvantaged children and youth and be willing to work with them.
- Teacher should promote best attributes of both genders in all classroom children.
- Teacher should help to improve minority students in their learning difficulties.
- Teachers should know how to collect useful data for the diagnosis and how to refer a child to specialist.
- Teachers should develop the skills in the selection of appropriate techniques to manage individual and group behavior.
- Teachers should be able to interact successfully with parents, sibling and other members of school community.
- Teachers should prefer individualized teaching whenever needed. Teachers should observe the student's behavior in various settings which will help them in individual assessment.
- Teachers should be able to prepare special students as well as regular class for mainstreaming.
- Teacher should be able to manage the resources which can be used for the instruction of disabled children.

- Teacher should be able to plan and implement a variety of instructional techniques.
- Teachers should be able to establish appropriate goals for the exceptional children.

### III. CHALLENGES OF INCLUSIVE EDUCATION FOR DISABLE STUDENTS AND TEACHERS

Indian education, like its foreign counterparts, emphasizes inclusion as a key theme. Education is recognized as a human right in the Universal Declaration of Human Rights, the Charter of the United Nations General Assembly, and the United Nations Convention on the Rights of the Child. All children and young people can study and participate in this program because of the ongoing effort of removing obstacles. "All students should have the opportunity to work together in inclusive education." National education ministry regulations state that inclusive education is an educational system that offers chances for children with special needs and potential to continue education in mainstream institutions alongside other normal pupils.'

#### Challenges in Inclusive Set-Up:

- Social Attitude towards Disability: we have to organize programmes regarding the spread of awareness related disabilities and should create a positive social attitude towards disability and differently abled and marginalized children.
- 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.
- Increase skill-based teaching: Trainees of mainstream teacher education centers also should be provided skills for handling such children.
- 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
- Peer coaching: There must be Peer Coaching for Improvement of Teaching and Learning in inclusive educational set up.

- Link research and practice: Disability focused research and interventions in universities and educational institutions and should be setting up of centers for disability studies and chair disability studies in universities.
- Lack of Competencies among teachers: Teachers are the key actor to successfully implementing inclusive education. There is Lack of Competency, Proper knowledge and educational qualifications which are required from teachers in order to fulfill the predetermined purpose.
- Less Students Enrolment: Enrolment rate of children with disabilities at least on par with that of nondisabled children in the mainstream education system.
- Rigid Curriculum: Rigidity in curriculum does not allow the special students to go at par in learning with the normal ones. No special curriculum is here to fulfil the diverse needs of special students.
- Negative Attitude of Parents and Teachers: Negative Attitude of Parents and Teachers towards disability, differently abled and marginalized children is also one of the major issues in inclusive education set-up.
- Methods of Teaching: In most of the institution only some stipulated methods are used to teach by which different abled students are unable to take full advantage from teaching learning process.
- More use of Power Point Presentations in the Class: Nowadays we use technology in order to make our teaching learning process effective but at the same time when we have different types of students in the same class, we ignore the diverse needs of special students.
- Retention of children with disabilities in schools: Unavailability of support from peer group students to disabled students by which they are unable to retain themselves in mainstream institutions.
- Lack of Political Will towards Implementation of Inclusive Education: Lack of Political Will towards Implementation of Inclusive Education is one of the biggest issues in order to realize the dream of inclusive in practical manner.

#### IV. IMPLEMENTATION OF INCLUSIVE EDUCATION: MEASURES TO BE FOLLOWED

Because they feel like they've achieved something as a result of inclusive education, handicapped students get pride in their work. Even though Albert Einstein had cognitive disabilities, he rose to be one of history's most brilliant minds. In India, one of the best methods to offer education for the people is to educate children with disabilities alongside their classmates who aren't handicapped. The Indian government must close the gaps in its education system in order to create a robust educational system for all Indians. As a result, the following steps may help India better implement Inclusive Education:

- All schools and the whole Indian education system must adopt an inclusion policy (NCF, 2005). Schools must become places where students are prepared for life's challenges and where all children, particularly those with special needs and those from underserved communities, may reap the benefits of this important field of education to the fullest.
- All Indian people must have access to the right to education. A broader notion of inclusive education should be recognized by state and federal governments, as well as all other social actors, because it meets the varied requirements of all students.
- Inclusive education should be adaptable as a whole. Because of this, the techniques and resources utilized in the classroom must be flexible enough to accommodate these students.
- A different approach should be used when preparing instructors for rural special education programs, because the goal of these initiatives is to help handicapped people integrate more fully into their communities.
- Children with special needs are expected to study alongside their normally developing classmates, and the school has the main duty for this. One of the most important aspects of an inclusive educational setting is the ability for all students to succeed academically, socially, and emotionally.
- Students with special educational needs should be supported by a school-based support team that develops solutions for the whole school. Additionally, this team should serve as a resource for instructors who are having issues in the classrooms.

- In order to integrate special needs students into the general population, schools must first make necessary alterations. It is necessary to modify transportation options to make it easier for these youngsters to go about. In service areas like restrooms, ramps and wheelchair access should be built architecturally.
- All decisions pertaining to a kid must have the involvement of the child's parents. Their role in the educational process should be that of equal partners with the teacher. When teachers and parents work together, it's been discovered that parents are invaluable resources for the schools.
- It's time to stop looking at differently abled youngsters in pity and instead recognize their skills and abilities for their own self-respect and the sake of society.
- components geared toward students, such as medical and educational evaluations, books and stationery, uniforms, transport allowance, reader allowance and stipend for girls, and support services, should be available according to the needs of the students, as should therapeutic services, teaching learning materials, and so on.
- Attitudes of educators toward inclusive education may emerge in the setting of a system of education that offers certain circumstances for effective practice in this area. Teachers attitudes
- The provision of necessary educational materials, such as audio learning or Braille textbooks, is required. The examination method may need to be modified appropriately in order to remove evaluations only based on arithmetic and reasoning.
- To successfully educate children with disabilities, teachers should have access to two- to three-week long in-service training programs for general educators and special educators that cover all types of impairments as well as particular disability areas.
- Even those families who don't have children with disabilities should become friends with those who do and contribute in some way to those connections.
- The burden for inclusion should not fall only on the shoulders of a single class instructor. Each and every one of us has a role to play. Teachers should

get on-going and consistent training. It's crucial to concentrate on changing people's mindsets.

- Regular assessment and upgrading of teacher preparation programs should be a component of it to keep up with new trends in special education.
- The curriculum should be reformed at the same time that teachers are being properly trained on inclusion's ideas and practices. A committee of experts, including experienced special educators, should design the curriculum for each of the aforementioned programs.

## V. CONCLUSION

A child's perspective must be taken into consideration, respected, and reassessed. No matter how the economy impacts adults' life, children's rights must be protected. In order for parents, careers, and professionals to show respect for children, their attitudes about children, as well as their own teaching, learning, and evaluation experiences, must be considered. Despite government efforts, it is difficult in India to decrease the proportion of families living below the poverty line because of the country's excessive population. "Families with disabled children are more likely to be poor than average." Disabilities may be exacerbated by poverty, which places restrictions on obtaining an education and developing job skills. As a result of financial difficulty, families may be unable to afford necessary educational resources, such as costly assistive devices, for their disabled children. Disabled students are not included in schools for a variety of reasons. The positive attitudes and excellent conduct that instructors acquire toward these students as a result of being educated and supported with inclusiveness in mind make inclusive education successful. One additional obstacle to inclusive education implementation was a shortage of resources. For both instructors and students with disabilities, it becomes a problem if facilities aren't available to assist them. Rather than incentivise parents to take their children to school, this results in many students dropping out. In spite of the difficulties, inclusive education offers many advantages. It opens up numerous possibilities, such as getting the government to develop or offer additional facilities for handicapped and able-bodied children, teachers, parents and society at large simultaneously. This will only be possible if inclusion-appropriate teacher preparation is made mandatory in

all programs, regardless of whether the students are in elementary or secondary school. To make an inclusive education program a success, more high-quality resources, faculty, and facilities must be made available to each school.

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