

A STUDY ON DIFFERENT FACTORS AFFECTING INCLUSIVE EDUCATION

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Abstract: The goal of inclusive education is to make schools more effective in general so that they can meet the needs of all students in terms of education. In India, the mandate of free and compulsory education for all children in India between the ages of 6 and 14 is linked to the idea of inclusion education. The right of children to free and mandatory education Act of 2009, the "no rejection policy" of Sarva Shiksha Abhiyan (SSA), and the acknowledgement of education as a basic right under Article 21A of the Indian Constitution are the driving forces behind this beneficial initiative. The majority of schools, especially schools in rural areas that do not have the resources to fully accommodate children with disabilities, find it challenging to provide the educational support needed for students with impairments. It is possible that implementing inclusive education may put more demands on teachers, possibly leading to stress. The availability of support systems, exposure to the finest inclusive practices, collaboration with coworkers and parents, and training that addresses administrative issues surrounding inclusive education are all seen as essential components of preparation on the part of the educator for inclusive education.

Keywords: inclusive education, educators, accessibility, policy, SSA

Education is a potent tool for bringing about social change and hence assisting in narrowing the distinction between the various societal groups. Over time, there have been significant changes in the nation's educational system, leading to improved educational opportunities and procedures. The global development in inclusive education has been credited to the Salamanca Statement (UNESCO, 1994). The goal of inclusive education was intended to stand in place of special needs education, which meant that segregated educational approaches should be eliminated and that the general educational environment should be inclusive of diversity. Although inclusion can mean different things to different individuals, it usually refers to the extent to which a school or community encompasses and values children with special needs as integral citizens of the community at large. The goal of inclusion should be to provide a setting where all students can feel emotionally nurtured and receive adequate support to study. The most important thing is to recognise and value those students for all of their individual differences (Gaad, 2004; Hammond, 2003). The mandate of free and compulsory education for all children in India between the ages of 6 and 14 is linked to the idea of inclusive education. The Right of Children to Free and Compulsory Education Act of 2009, the "no rejection policy" of Sarva Shiksha Abhiyan (SSA), and the acknowledgement of education as a basic right under Article 21A of the Indian Constitution are the driving forces behind this beneficial initiative. (The Right of Children to Free and Compulsory Education Act, (2009). , 2009). The implementation of all of these policies has allowed all CWSN students to attend regular schools. The goal of inclusive education is to foster greater student involvement in the curricula, communities, and cultures of public educational systems (Booth, 1999; Gross, 1996; Landsberg, 2005). In India, the rural areas account for more than 90% of the population with disabilities. The problem is not limited only to the number but also to the fact that there are disabled children of various categories in the vast majority of the nation. There are not enough special schools or integrated education programmes to accommodate all impaired students. As a result, the education of the impaired child must be provided by the general school. Inclusion is therefore not only necessary but also an accessible option for these children to thrive. According to Ministry of Human Resource and Development 2003 data, which were referenced by the World Bank in 2004, there are an estimated 25 million children in India who are not in school. Many of these children are marginalised due

to issues including poverty, gender, disability, caste, religion, etc. In view of this, the concept of inclusive education is unquestionably extremely pertinent to our current situation, in which differences in ability, gender, ethnicity, and religion are frequently perceived as threats rather than sources of variety and diversity. The goal of inclusive education is to make schools more effective in general so that they can meet the needs of all students in terms of education.

In India, the majority of schools lack adequate design and equipment to cater to the special needs of students with disabilities. Some people believe that the absence of accessible buildings and inadequate transport services are even more serious issues than societal discrimination and unfavourable attitudes. Many schools, especially schools in rural areas that do not have the resources to fully accommodate children with disabilities, find it challenging to provide the educational support needed for students with impairments. With low budgets, high student-to-staff ratios, and inadequately trained staff, school districts are left scrambling to find out how to address these students' needs while remaining compliant with government regulations.

The prevalent model of inclusion includes the bipolar yet conjoined model of vertical and horizontal dimensions of the concept. The widespread comprehension and application of inclusive education are part of the horizontal dimension. This is the concept's core meaning—what inclusion is really all about—becoming mainstream. Coherence between the many political and organisational levels in society and the classroom is addressed by the vertical dimension. The intersection of these dimensions provides the framework for comprehending and putting inclusion into practice. Successful inclusion has proven to be a difficult concept to put into practice. Bricker (2000) discovered that after years of working in the general education classroom with both kids with and without disabilities, the largest obstacles to achieving the goals of inclusion revolve around undertrained staff members and a lack of resources. The three key components of successful inclusion implementation are attitudes, professional abilities and expertise, and support structures. It's crucial to remember that these factors are all connected. One component by itself won't work until the other two are present (Bricker, 2000).

The effectiveness of the inclusion process is significantly influenced by the attitudes of all parties involved. Interactions among parents, teachers, students, administration, and the community involve all of these parties. Positive attitudes frequently result in more successful outcomes for inclusion. Staff members must possess the essential abilities to work with pupils from various backgrounds as well as knowledge of the inclusion process. Bricker adds that for the personnel to be efficient and knowledgeable, they must be able to cooperate.

According to a study by Taylor, Smiley, and Ramasamy (2003), general education teachers prefer special education teachers to teach students with disabilities in the general education classroom because they are more focused on the general education population. Special education teachers, on the other hand, are more supportive of inclusion. Although neither special education nor general education teachers justified their preference, they both believed that kids with severe disabilities should not be taught in the general education classroom. However, for inclusion to succeed, all the participating teachers must be in favour of the idea; otherwise, it would fail (Taylor et al., 2003).

According to their occupation, educators are known to endure four different types of stress. These include issues with students, time constraints, a poor work environment due to poor staff relations, and issues with the spirit of the organisation (P. Engelbrecht, 2006). It's possible that implementing inclusive education may put more demands on teachers, possibly leading to stress. If there are few differences between educators' perceptions of the availability of resources and support and their perceptions of their perceived need for those resources and support that are seen to be used in an inclusive educational environment, in that case it is assumed that educators' stress will be reduced (P., O. M., S. E., & E. I. Engelbrecht, 2003). The curriculum of a school gives all parts of the community a voice and reflects the economic, social, and cultural circumstances of the surrounding (Chappell, 2008). Teachers are apprehensive and anxious about attaining both the personalised goals for each special needs child and the government guidelines. It might be argued that most teachers lack

the expertise necessary to handle the demands of the new curriculum, which may make them hesitant to incorporate novel ideas and methods into their instruction.

According to studies, taking professional development courses on inclusive education has helped educators become less resistant to using inclusive practices and experience less stress when dealing with inclusion (E., & K. E. Avramidis, 2007). According to research educators with a prior understanding of inclusive education from pre-service training and in-service training had more positive views towards inclusion than instructors without that expertise.

The availability of support systems, exposure to the finest inclusive practices, collaboration with coworkers and parents, and training that addresses administrative issues surrounding inclusive education are all seen as essential components of preparation on the part of the educator for inclusive education. Integration, according to Avramidis and Norwich (2002), might take three different forms: Locational integration, which enables kids with disabilities to attend regular schools; through social integration students with exceptional needs are integrated with typically developing classmates. Last but not least, functional integration or the inclusion of students with special education needs in classroom learning activities.

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