

Inclusive Education: Challenges For Parental Involvement



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Abstract

Life is full of curiosity and challenges for all living organism in this world. Everyone is making so much effort for their own existence in this struggling world. Parents of children with special needs are also struggling for the good and quality education for their child in the regular school with all appropriate educational services. It is not an easy task to teach children with special needs in a regular class under inclusive education. The purpose of this paper is to raise the issue of role and responsibilities of parents of children with special needs in the inclusive education. Inclusive education is the fundamental right of children with special need and how implemented it, by eliminating all barrier is the responsibility of government but as parents we must be well known about our role and responsibilities towards our children. With the help of this paper we all as parents will be able to understand about better inclusion, effective provision and modification in proper implementation of inclusive education including the challenges for parent involvement.

Keywords: Challenge, Existence, Modification, Inclusive Education, Parental Involvement.

Introduction

The National policy on education, 1986 has given priority on an equality basis in the field of education and recommends providing equal opportunity to all not only for access but also for success. Equalization of educational opportunity includes the opening of school within walking distance, providing communities in the school, reducing the dropout rate and increasing the retention rate through various measures. Beside all the above facts provision should be made for non-formal education centres for none attending children and various ancillary services to facilitate schooling of children.

The very term integration signifies the process of interaction of disabled children and normal children in the same educational settings. Mainly, there are two separate terms which are mostly, synonymous used with integration. The terms are: Mainstreaming and Normalization. In the 1970s the government of India launched the centrally sponsored scheme of integrated education for the disabled children (IEDC). The scheme aimed at providing educational opportunities to learners with disabilities in regular school, and to facilitate their achievement and retention. The objectives were to integrate children with disabilities in the general community at all levels as equal partners to prepare them for normal development and to enable them to face life with courage and confidence.

In the intervening period of time the National Council of Educational Research and Training (NCERT) joined hands with UNICEF and launched Project Integrated Education for Disabled children (PIED) in the year 1987, to strengthen the integration of learners with disabilities into regular schools. An external evaluation of this project in 1994 showed that not only did the enrolment of learners with disabilities increase considerably, but the retention rate among disabled children in the same blocks. In 1997 IEDC was amalgamated with other major basic education project like the DPEP (Chadha, 2000) and Sarve Shiksha Abhiyan (SSA).

The National Curriculum Framework for School Education (NCFSE) (2000), brought out by the NCERT, recommended inclusive schools for all without specific reference to pupils with special education need as a way of providing quality education to all learners without any biasness.

Inclusive Education

In the present day Inclusive Education is very important for every child with special needs and it is a fundamental right of every child with special needs. In very simple word we can say that inclusive education is a

process that involves transformation of school and center of learning to create for all children. With the passing of time, the term 'inclusive education' has come to replace the term 'integrated education'. Many people working in the field of education in our country consider these two terms to be meaning the same thing. They understand it as only a change in terminology and nothing else. In their words inclusive education means "including children with disability in regular class room, that have been designed for children disability" (Kugelmass, 2004).

We must understand that the term inclusive education means much more than this. It includes an education system that provides equal opportunity all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The range of challenges confronting the school system; while including children with diverse abilities and form diverse backgrounds have to be met by creating a child-centred pedagogy capable of successfully educating all children. An inclusive class may have amongst others, children with disability or gifted children, street of working children, children from remote or nomadic populations, children belonging to religious, linguistic minorities or children from scheduled tribes, scheduled castes and other backward classes. (Julka, 2007:5).

Parental Involvement

Parental involvement means active participation of the parent in the teaching learning process of his or her child's life. Some schools foster healthy parental involvement through the different types of programme and get together activities, but sometimes it's up to the parents to involve themselves with their children's teaching learning process. You can ensure that your child receives the benefits from parental involvements by staying up to date on what is going on in the classroom during his or her teaching learning process. Parental involvement is believed to be an important technique in the advancement of the quality of education. Parental involvement as such can be defined in different ways. According to Althoff (2010) parental involvement refers to the amount of involvement a parent has when it comes to schooling and her/ his child's academic life. (Abdullah, Seedee, Alzaidiyeen, Al-Shabatat, Alzeydeen, Al-Awabdeh, 2011) define parental involvement as the activities take place between a parent and a child or between a parent and teachers at school that may contribute to the child's teaching learning process and his all-round development.

Parental involvement is the product of commitment and active involvement on the part of the parent for the effective teaching learning process of students. Parental involvement is so much helpful for school in many teaching as well as non-teaching activities which are so much necessary for the success of teaching learning process of students. "Parental involvement, in almost every form, produces measurable benefits in student achievement" (Dixon, 1992, p. 16). The concept of parental involvement with the student and the school is a vital one and can produce great benefits for all concerned. However, it has been found that schools do not always know what

the term parental involvement actually means (Vandergriff & Greene, 1992). According to Vandergriff and Greene, there are two main factors that works together to make up the concept of parental involvement. One of them is the spirit of commitment to parental support. This includes such things as motivating the student, being energetic, understanding and reassuring. The other element needed is a level of parental activities and active involvement, such as doing whatever that is notable.

Parental involvement in the teaching learning process of students with special needs under the inclusive education approach is so much necessary because without parental involvement proper provision of education for the students with special needs is too much difficult for the school.

Challenges for Parental Involvement

Concept of inclusive education demands the education of all children in the regular classroom including children with special needs and without special needs. So it creates a number of challenges for the parental involvement for the education of children with special needs (CWSN) under inclusive settings.

Lack of Awareness

Most of the parents of students with disabilities have lack of awareness regarding the inclusive education. They don't have any basic knowledge regarding the education of their children especially in the inclusive setup.

Socio Economic Status

Socio economic status is a big hurdle in the education of students with special needs especially in rural area because the parents of disabled children are too busy in their daily earning. They have no time for the education of their children.

Negative Attitude towards CWSN

Parents of children with special needs have negative attitude towards their children regarding their education. They think that children with special needs cannot learn anything and he or she is big burden of their life.

Lack of Information Regarding Disability

Maximum parents have poor knowledge regarding the disabilities and how to teach the students with special needs. They have no knowledge regarding the inclusive education and other prospective of education of children with special needs.

Illiteracy and Superstition

Parents Illiteracy and superstition is a great issue in Indian society for the education of children with special needs. They think children with special needs are the result of their past evil work. They never try to understand the medical science behind the particular disability.

Lack of Interest

Parent's lack of interest is a great hurdle in the education of children with special needs because the parents think that his child is not fit for the inclusive class due to child disability.

Lack of coordination between parents and teachers

Lack of interaction and coordination is a big challenge in the proper implementation of inclusive education for children with special needs.

Suggestions**Proper Knowledge and Information**

1. Proper applied knowledge is so much important for the parents regarding their children with special needs.
2. Knowledge of right of children with special needs.
3. Knowledge of facilities provided by the government for the children with special needs.
4. Knowledge of right and wrong things about the children with special needs.
5. Knowledge regarding the proper provision of education for the children with special needs.
6. Knowledge regarding the future perspective for the children with special needs.

Be Optimist

If the parents should be optimist regarding their children with special needs then they can provide better and best opportunities for their children.

Understand the Inclusive Concept

Inclusion is a process through which we will include our child in the society, so it is very important for all the parents to understand the concept of inclusive education. By understanding the concept of inclusive education we will be able to build up a quite good platform for children with special needs.

Develop Healthy Relation with School and Teacher

In the present era school education is totally professional, school and teacher will not oblige us regarding our child because they have numbers of students in the school so it is our responsibility that we make health relation with school and teacher for the benefit of our children with special needs.

Discuss with Teacher as much as possible

Discuss with teachers as much as possible regarding your child and don't criticize the teachers. As parents we can talk with the teacher on the following points.

1. Curriculum Adaptation
2. Flexible Evaluation System
3. Alternative Method of Teaching
4. Multisensory Approaches
5. Teaching bases on Life Skill Value
6. Minimum Laval of Learning
7. Support Services
8. Full Participation
9. Teaching Methods
10. Barrier Free Environment
11. Different Types of Policy and scheme

Participate in every school Programme

Every parent should ensure that they will participate in every programme of school, because it will directly or indirectly effect the education of their child.

Training Programme for Parents

Training is so much important for the parents of children with special needs. We can provide the following types of training programme for the parents of children with special needs.

1. Pre Requisite Skills i.e. Motor Skills, Teaching Skill, Daily Leaving Skill, Reading skill, social Skill etc.
2. Basic First Aid Training regarding the needs of students
3. IEP Training
4. Training Regarding Teaching Aids and Teaching Method
5. Training Regarding Legal Provision i.e. PWD act-1995, RCI act-1992, UNCRPD – 2007, RTE-2009, new PWD act-2016

Sensitization Programme

Many programmes should be started for the parents as well as for all the teachers, school administration and for all such people who are directly or indirectly related to children with special needs.

Aim of the Study

To aware of the parents of students with special needs regarding the all-round development of students with special needs.

Conclusion

Inclusive education is the need of the hour but as we know very well that Indian society has rigid mind-set so the local political leader and responsible member of society should take the proper action for effective implementation of inclusive education. If the entire society member will work with the parents of children with special needs for their proper growth and development then the real inclusion will be possible. Now the time has come we all provide equality and justice to all children with special needs and that will possible only with the proper parental involvement.

"A child becomes include when the society and school give equal opportunity"

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