

Inclusive Education; Issues and Challenges during Covid-19

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Abstract

This paper describes inclusive education, issues and challenges in the context of Covid19. The current corona virus (COVID19) pandemic has a profound impact not only on people's health, but also on their studies, work and lifestyle. The most important challenge posed by COVID19 is how to adapt to inclusive education centered on sports schools. School suspension has a very practical impact on all students, especially those with special needs. Inclusive education is a strategy for universal education and maintaining social justice regardless of whether students have disabilities. It involves reorganizing the school's culture, policies, and practices so that they can deal with the diversity of students in the relevant area. It pointed out that children with special needs can be integrated into an overall platform without any isolation. By avoiding the option of segregation and restricting them to special schools, inclusive education experts are advocating the inclusion of children with special needs in mainstream schools. Only in this way can we demand equal opportunities, especially in education. However, in the context of this pandemic, to achieve inclusive education in India, we face various obstacles and challenges. Teachers' lack of positive attitudes, non-inclusive curriculum, lack of resources, infrastructure problems, parental ignorance, irregular planning, poor policy implementation, and many other issues are creating obstacles to the promotion of the concept of inclusive education in India.

Keywords: Inclusive Education, Issues, Challenges, Covid -19

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Introduction

There are many reasons for the success of the teaching process. One of them is tolerance. Inclusion is one of the most studied topics in the teaching and learning process of education. Much research has been done on its importance, function and application. There is a Chinese proverb (IRC, 2006) that says: "Tell me that I forget, teach me what I remember, I participate in my learning." The classes are based on interaction, cooperation, group work and participation. This can be done by including. If there is rejection, the teaching process will not succeed. If applied properly, inclusiveness is one of the elements of a school's success. In vocabulary, inclusion means the act of inclusion or the state of being included. Therefore, Hudson (2009) explained that successful teachers must include their students and have their students included. Inclusive education, also known as inclusive education, includes all people, non-disabled and disabled, who learn together in mainstream schools, colleges and universities.

This means that all students participate and are welcomed by the regular age-appropriate classes of the nearby school, and support them in learning, contributing and participating in all aspects of school life. Inclusive education means that all children are in the same classroom and in the same school. This means that traditionally excluded groups not only have disabled children, but also people with minority languages have real learning opportunities.

Perspectives of inclusive education

Integral educational concepts should be able to learn together in an environment where they have not established different characteristics, capabilities and needs, have not established differences between individual children, rather, integration as an integration as an opportunity as an opportunity for changes and the Rich learning.

The United Nations and the United Nations (UNICEF) strive to have fair access to education as basic human rights. Education is important to promote human capital and strengthen economic and social opportunities. "Fair access to education" is involved in the integration of children with disabilities instead of isolating and isolating children with separate agencies. Integral education is a development approach to deal with all children, young people and adult learning needs. Growing publications, policy work, workshops, etc. They are increasing, supporting the included ideology. However, some ordinary classroom doubts whether quality education for children with disabilities can provide.

The main objective of integral education is the objective of the flagship. Recognizing the right to education, the flagship is trying to integrate all EFA partners to provide access to quality education for adults with all children, young people, disabled. The flagship is formed by a diverse alliance of an organization, such as a global disability organization, an international development agency, an international development agency, a government institution and specialists in special education. To achieve this goal, all parties must take full participation in disabled and family in the design of all badges activities. Promote the full participation of people with disabilities in the development of policies and guidelines related to the education of people with disabilities at the local, national, region and global level. All government companies, donors, NGOs ensure that all children, young and adults protect universal adult rights. The availability of specialized teacher personnel is compatible with regular classroom teachers if possible.

Practices, Issue, Challenges In Context Of Covid-19

For many reasons, the impact of the pandemic on education systems around the world is huge. On the one hand, most countries in the world have closed schools and switched to some form of online learning. This will definitely have an impact on the quality of learning, but it will also affect the family life of teachers, students, and his parents.

The first and basic psychological problem is that children are isolated, completely isolated from the outside world and their peers, and usually have no good access to the Internet and technology.

Questions and Challenges

Questions and Challenges: Inclusiveness is an international buzzword in the field of education, and Indian education is no exception. 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 recognize education as a human right. It can also be seen as an ongoing process aimed at breaking down barriers to learning and participation for all children and young people. Inclusive education should create opportunities for cooperation for all students. "According to the regulations of the Ministry of Education, inclusive education is an educational system that provides opportunities for students with special needs and talents to receive education in ordinary schools with other normal students.

Problems in an inclusive environment

- **Reduce student enrollment rate:** the enrollment rate of children with disabilities is at least comparable to that of children without disabilities in the general education system.
- **Lack of capacity for teachers:** teachers are a key role in implementation successful inclusive education Capacity, appropriate knowledge and education Qualifications to achieve the intended purpose.
- **Large class size:** Large class is a huge obstacle for special students to get the most benefit from regular classes.
- **Rigid Course:** Rigid Course does not allow special students to keep up with normal learning. There are no special courses to meet the diverse needs of special students.
- **Insufficient pre-employment training and professional development:** Insufficient training and professional development of mainstream teachers at all levels are the main problems of inclusive education.

- **Negative attitudes of parents and teachers:** The negative attitudes of parents and teachers to children with disabilities, children with different abilities, and marginalized children are also one of the main problems in the allocation of inclusive education.
- **Insufficient infrastructure:** Insufficient infrastructure in our school is one of the major problems that hinder our dream of inclusive education.
- **Lack of auxiliary equipment:** In inclusive classrooms, there is a lack of auxiliary equipment that can help special students make full use of the classroom.
- **More use of Power Point presentations in the classroom:** Today, we use technology to make our teaching process effective, but at the same time when we have different types of students in the same class, we ignore the different needs of special students.
- **Teaching Method:** In most institutions, only a few prescribed methods are used for teaching, so students of different abilities cannot make full use of the teaching process.
- **Lack of willingness and community involvement:** Parents and the community seem to be reluctant to send their wards to the main institution.
- **Lack of political will to implement integrated education:** The lack of political will to implement integrated education is one of the biggest problems in the real realization of the dream of integrated education.
- **3.1.2. Challenges in Inclusive Configuration**
- **Policy Implementation:** The relevant authorities must be sincere and committed to implementing policies related to inclusive education, and implement rights and constitutional provisions without considering gaps and technical details.
- **Social attitudes towards disability:** We must organize programs to spread awareness about disability, and we must form a positive social attitude towards children with disabilities and different abilities and marginalization.
- **Parental resistance:** The parents and families of these children should learn about these regulations and rights through publicity plans and advertisements in print and electronic media.
- **Increase skill-based teaching:** Students in mainstream teacher education centers should also acquire skills to deal with these children.
- **Linking research and practice:** Research and intervention focus on disability issues in universities and educational institutions, and disability research centers and disability research chairs should be created in universities.
- **Peer tutoring:** Peer tutoring is necessary to improve teaching and learning in an inclusive education environment.

Policy to ensure inclusive education during the suspension of classes due to Covid19

Provide fair and inclusive digital learning opportunities

- i. Establish partnerships with national educational media to reach students.
- ii. Free online resources.
- iii. Distribute free electronic equipment and teaching materials.

Provide fair and inclusive opportunities for good learning conditions

- i. Provide continuity of limited sports services for the most vulnerable groups.
- ii. Parents participated.
- iii. Provide information in different languages.
- iv Chapter Contains information on health and education.
- v. Multilingual Learning Resources.
- vi. Chapter ensures that social emotional needs are met.

Consultation options and socialization opportunities

- i. Discuss tools for COVID19.

- ii. Financial support.
- iii. Free school meals.
- iv. Chapter Teacher Resources.
- v. Teacher Initiatives and Networks

Discussion and Conclusion

During the pandemic, in response to the challenges they face, countries have formulated specific and sometimes innovative policy measures, such as providing fair and inclusive digital learning resources and good learning conditions. The general response to school closings is to create online learning platforms to support teachers, students, and their families. However, not all students have access to the same information and communication technology (ICT), which also varies greatly from country to country (OECD, 2020). Although the most vulnerable students may not have access to digital learning resources, some governments and civil society organizations provide them with computers or tablets and Internet access, or organize instruction through television, telephone or radio. Many countries have provided useful information on some of the most equitable and inclusive solutions for providing effective distance education and digital learning resources.

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