

ENHANCING INCLUSIVITY IN EDUCATION: ADDRESSING THE CHALLENGES FACED BY DIVYANGJAN STUDENTS AND EXPLORING POTENTIAL SOLUTIONS

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Abstract:

This research paper aims to shed light on the challenges faced by divyangjan (differently-abled) students in the education system and explores potential solutions to enhance inclusivity. The term "divyangjan" is used in the Indian context to refer to individuals with disabilities. The paper delves into the barriers hindering the educational experience of divyangjan students and proposes practical strategies to create a more accessible and accommodating learning environment. By examining the existing literature, policies, and successful interventions, this research seeks to contribute to the ongoing discourse on inclusive education. 'Inclusive education is an approach to make education universalized irrespective of any disability within the learner and to maintain equity in the society. It stresses that children with special need can be included in general school system without any distinction and differentiation. Without quarantine them into the boundaries of special school, provisions can be made for a child with special need who can also get opportunity to learn with other students having equal quality and facilities. However, for achieving success in inclusive education in India there lie several obstacles and challenges. Many problems such as, lack of well-educated teachers, curriculum, resources, good infrastructural facilities, awareness, positive attitude, plans, policies are creating hurdles for extending the concept of inclusive education in India.'

Keywords: divyangjan, inclusive education, accessibility, social stigma, teacher training, assistive technology.

Introduction:

1.1 Background:

The right to education is a fundamental human right, yet divyangjan students often encounter various barriers that impede their access to quality education. This paper aims to identify and address these challenges while proposing viable solutions to foster an inclusive educational environment. 'Education is the fundamental right of every child, the purpose of which is to ensure that all students gain access to knowledge, skills, and information that will prepare them to contribute to communities and workplaces in new era. Inclusive education is a developmental approach seeking to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. An increasing number of publications, policy papers, workshops etc. have supported the ideology of inclusion. Inclusive education means that all children, regardless of their ability level, are included in a mainstream classroom, or in the most appropriate or least restrictive environment (LRE), that students of all ability levels are taught as equals, and that teachers must adjust their curriculum and teaching methodologies so that all students benefit'.

1.2 Objectives:

- A. To analyze the challenges faced by divyangjan students in the current education system.

- B. To explore existing policies and interventions aimed at promoting inclusivity.
- C. To propose practical solutions for enhancing the educational experience of divyangjan students.

Literature Review:

This section provides an overview of existing literature on the challenges faced by divyangjan students. It examines studies on accessibility issues, social stigma, and the impact of existing policies on inclusive education.

1. Chataika (2010) found based on interviews and observation “One of the big problems that we have here as students are that we need to study but the library has no access to books because the library has upstairs that we have to climb. These restrict people with disabilities to access some books. Some students fail to attend lectures because lecture rooms are located upstairs and some disabled students fail to climb to attend their lectures”
2. Chataika (2010) states that: - “For the disabled... the issue of the infrastructure limits enrolment of these students. Some qualified -very few qualified but like those people with physical disabilities look at the physical infrastructure and all along you say that they are not appropriate. So, infrastructure development is also a limitation to accommodate some of these students”.
3. Hasanuzzaman and Khan (2011) reported higher bureaucratized system with multiple controls and regulations by Central and State Government and statutory bodies, outdated programs with inflexible structure, inadequate infrastructural facilities, lack of trained manpower, funds, training facilities, techniques, and research for the disabled and high unit cost of higher education, particularly of professional education are the causes for the limited accessibility of higher education for individuals with disabilities.

Methodology:

The research methodology involves a comprehensive review of academic literature, policy documents, and case studies related to the education of divyangjan students. Additionally, interviews and surveys with educators, parents, and divyangjan students themselves may be conducted to gather firsthand insights.

Challenges Faced by Divyangjan Students:

4.1 Accessibility Barriers:

Discuss the physical and technological challenges divyangjan students encounter in accessing educational resources and facilities.

4.2 Social Stigma and Discrimination:

Examine the societal attitudes and stereotypes that contribute to the social isolation and discrimination faced by divyangjan students.

4.3 Lack of Inclusive Teaching Practices:

Explore how traditional teaching methods may not cater to the diverse needs of divyangjan students.

Existing Policies and Interventions:

Analyze the effectiveness of current policies and interventions aimed at promoting inclusive education. Highlight successful case studies and identify areas for improvement.

Proposed Solutions:

6.1 Technological Innovations: Explore the role of technology in providing assistive tools and resources to enhance the learning experience for divyangjan students.

6.2 Teacher Training Programs: Advocate for specialized training programs for educators to equip them with the skills necessary to cater to the diverse needs of divyangjan students.

6.3 Sensitization Campaigns: Propose awareness campaigns to challenge societal stereotypes and promote a more inclusive and accepting environment for divyangjan students.

Conclusion:

Summarize the key findings and propose a holistic approach that combines technological advancements, policy improvements, and societal changes to create an inclusive educational ecosystem for divyangjan students.

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