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## Inclusive Education in India

*Dr. Pranati Mistry<sup>1</sup>, Dr. Rajib Mondal<sup>2</sup>, Dr. Soma Rahaman<sup>3</sup>, Dr. Md. Masudel Hossain<sup>4</sup>*

<sup>1</sup>Asst. Prof. in Education, Ashok Niloy Nivedita College of Education, Ullon, W.B.

<sup>2</sup>Asst. Prof. in Education Sundarban B. Ed College, Halderchak, W.B

<sup>3</sup>Assistant Professor in History, Barasat Subhash Chandra College of Education, North 24 Parganas, W.B

<sup>4</sup>Principal, Sundarban Minority B. Ed College, North 24 Parganas, W.B

### Abstract:

In today's world, inclusive education is the most crucial issue. This is something that everyone should be aware of. In today's world, the citizens of a country have no concept about this. The government has adopted a slew of proposals, initiatives, and programs, but not everyone in the country accepts them. At this time, we must make all people aware of the importance of education for a better future.

Keywords: SOCIETY, INCLUSIVE EDUCATION, AWARENESS, SUGGESTIONS, EDUCATION FOR ALL,

### Introduction:

There are 25 million children in India who are out of school (MHRD 2003 numbers, quoted in World Bank, 2004), many of them are marginalized due to issues such as poverty, gender, disability, caste, religion, and other reasons. The 1994 World Conference on Special Needs Education in Salamanca, Spain, provided significant support for inclusive education, emphasizing that schools should accommodate all students regardless of their physical, intellectual, social, emotional, linguistic, or other impairments. The importance of responding to the needs of vulnerable learners through responsive educational opportunities was also emphasized at the Dakar (Senegal) World Education Forum in April 2000, where it was stated, "The key challenge is to ensure that the broad vision of education for all as an inclusive concept reflects in national government and funding agency policies." Education for All...must take into account the needs of the poor and most disadvantaged, including working children, remote rural dwellers and nomads, ethnic and linguistic minorities, children, young people, and adults affected by conflict, HIV/AIDS, hunger, and poor health; and those with special learning needs....." The unavoidable diversity and complexity in a context of this magnitude must be taken into account when assessing understandings of, methods to, and implications of inclusive education. India's 1.3 billion people speak 18 different languages (GOI, 2002) and 844 dialects (Singal, 2005a), practice a variety of religions, follow different customs, are exposed to different diseases and have different types of nutrition, all of which affect their health and socioeconomic status, as well as communication, which affects their access to government resources like education and healthcare. Disparities in educational success reflect this variety even more. For example, the literacy rate in Kerala was 90.92 percent in the 2001 census, but it was 47.53 percent in Bihar (GOI, 2002). As a result, India's overall (average) literacy rate was 65.38 percent, a figure that, while representative, does not reflect the complexity of the situation (Govinda and Biswal, 2006). In addition to the difficulty of averaging figures in such a large country, some places were blocked off from census data collection due to "disturbances" or "natural calamities" (GOI, 2002:11), such as the Kashmir conflict, floods, or landslides. Data on disabled children appears to be unreliable, either as a result of Filmer's (2005:3) "selective reporting" of visible physical impairments, or because children with disabilities are hidden by their families out of shame. As a result of the Indian disability movement's advocacy, a basic disability statistic was recently included in the 2001 Census for the first time (Thomas, 2005). Despite the fact that disability indicators are not included in the prominent EFA Global monitoring reports, the inclusion of a disability statistic may show the beneficial impact of the inclusive education concept's introduction. In India, disabilities are classified into five categories: sight, speech, hearing, locomotory, and mental, excluding autism. It's worth mentioning that, according to the 2002 National Sample Survey, just 45 percent of the disabled population is literate, with only 9% having completed secondary school (Thomas, 2005). While impairment does not discriminate based on race, class, or age, people with disabilities are frequently found among the lowest of the poor (Hans, 2003; DFID, 2000) However, there does not appear to have been any empirical research on a caste/disability link in India to date.

Recommendations to send children with impairments to mainstream schools were originally made in the Sargent Report in 1944, and then again by the Kothari Commission in 1964. (Julka, 2005). Despite this, progress has been gradual, with special education segregation dominating the landscape until recently. The 1995 Persons with Disabilities Act (PDA) stipulates that impaired children should be educated in integrated settings whenever practicable, although there appears to be no enforcement body for this legislation, which may explain the lack of compliance. Despite the promotion of inclusive education, government publications define it as incorporating children with disabilities in the educational system, rather than specifically in mainstream education (Singal, 2005a). Inclusion in the educational system, however, is not the same as inclusion in society. However, it is possible that, in India, special education is considered as superior due to its favored position (Mukhopadhyay and Mani, 2002), and that inclusion in the mainstream is now perceived as the resource-constrained inferior alternative. However, due to India's limited coverage of primarily urban-based, impairment-

specific special schools, children with impairments who do not fit the criteria of their institutions or who live in rural regions may be excluded. Inclusive education may be the only approach to ensure these children's educational access. Another obstacle to inclusion is an emphasis on physical access to school rather than access to content and equal treatment once in the classroom (Thomas, 2005). This could lead to dropout. Singal (2005a) agrees that government policies focusing on resources and physical access (e.g., distribution of aids and appliances), or infrastructure (e.g., ramps in schools), and the notion of social justice through equal distribution of benefit, appear to be more about inputs than processes such as pedagogy, curriculum, or attitudes. This focus leads to the selection of a small number of "Easy to accommodate youngsters" with mild or moderate disabilities who do not require extensive specialized support. This ostensibly selective inclusion, with children being 'prepared' in order to be 'ready' for the mainstream (NIEPA, 2003), gives inclusive education a distinct taste, however this may be due to the perception that classroom homogeneity is a necessary prerequisite for excellent teaching (Singal, 2005). This appears to be in direct opposition to the principle of inclusive education, which is based on welcoming diversity in the classroom. Despite isolated instances of government program success, disability budgets are underutilized (Thomas, 2005), and reserved jobs go unfulfilled (Bhan 2006; Thomas, 2005). This, together with the continually low percentage of children with disabilities in school, are clear indicators of inconsistent implementation of inclusive education.

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### **Teacher Education Programmers':**

It is unnecessary to emphasize the fact that teacher education remains a very weak link in terms of preparing instructors for an inclusive classroom environment. "Education of children with special needs" is an optional subject in teacher education certificates and degrees to prepare teachers to identify and diagnose disabilities. It does, however, provide them with a holistic perspective on coping with diversity and challenging negative attitudes. This emphasizes the 'different' of children with impairments, who, according to some, can only be taught by teachers who are specially trained to teach them (Signal, 2005a). Although, more than the training itself, it is the way teachers treat students in the classroom that will perpetuate this distinction. According to the PROBE Report, distrust in both the special and mainstream education systems causes some parents to keep children with disabilities at home for fear of abuse or neglect in the classroom (Julka, 2005). This may be misinterpreted by teachers as a lack of community interest in their children's education (PROBE, 1999). Many teachers, according to data, do not feel prepared to teach children with impairments and claim that they require more time to educate these students (Mukhopadhyay, nd). In an attempt to effect institutional change, several government programs have included a teacher training component. However, an emphasis on "special needs" and a lack of management training, along with didactic teaching approach, have minimal effect in the classroom. Many government job reservations for adults with disabilities remain empty as a result of poor educational offering in many schools. It's more likely that a dearth of competent, much alone confident candidates is directly tied to the fact that very few children with disabilities get to, or stay in, school.

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### **Infrastructural Support:**

Despite a promised 6 percent by 2000 (GOI, 2002), a short pool of resources (41 percent of GDP for education UNDP, 2005:256) paired with high demand, the development of the mainstream appears to be a more financially effective and efficient route to go (Peters, 2004; UNESCO, 2003). Smaller courses and better instruction may ensue, which would benefit all students (Singal, 2005). If all specialised institutions were transferred into the mainstream, resources might not be so constrained, which could explain why Thomas (2005) claims that India has sufficient resources to undertake inclusive education. However, this solution may imply that the critical services provided by some special schools (and which will continue to be needed) are dispersed more widely and thinly. Although external donor support may appear insignificant in comparison to the Central government's overall education budget (Thomas, 2005b), there appears to be significant external funding of programmers aimed at improving mainstream school accessibility for marginalized children, including those with disabilities. While external assistance can help the government deal with its short-term resource need, it may also have a negative impact on the political will needed to allocate 6% of GDP on education. This lack of political will is mirrored in the seemingly endless series of government-funded education programs that fall short of their objectives. They are simply left to wither and die without the consequences of an accountability mechanism in sight, while everyone goes on to the next program with all the new funding and altered goals. The Future of Inclusive Education Inclusive education is a developmental method that aims to meet the learning requirements of all children, teenagers, and adults, with a special emphasis on those who are marginalized and excluded. A growing number of publications, policy papers, workshops, and other events have endorsed the inclusion concept. However, some organizations and individuals question whether a regular classroom can provide a suitable education for impaired children. This issue has raged since individuals began to express their displeasure with old segregated institutions and, as a result, their concern for impaired children's equality. These worries must be taken seriously and dispelled by demonstrating good experiences that indicate that inclusive education does, in fact, address educational quality issues. The Flagship objective is the most important goal of inclusive education. Recognizing the right to education, the Flagship aims to bring together all EFA partners in their efforts to ensure that every child, adolescent, and adult with a disability has access to a high-quality education. An alliance of different groups, including global disability organizations, international development agencies, intergovernmental agencies, and professionals in the field of special and inclusive education, has come together to form the Flagship.

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### **Goals for Inclusion on a Realistic Timeline**

India's government is working to modernize its education system and make it more inclusive. However, it's critical to be realistic about how long this 42 change will take to manifest. The Education for All effort, or Sarva Shiksha Abhiyan, was designed not only for people with disabilities, but also to

address inequities in the broader education system. Implementation may take a little longer in the world's second most populous country, with 25% of the people living in poverty, a government that is just 62 years old, and a sophisticated social order, than in countries with less poverty and greater infrastructure for change. In this situation, the value of intention and effort, as well as the enormous progress the country has already achieved toward inclusiveness, should be recognized. I would like to see the disparities between terminology like 'special education,' 'regular education,' and 'inclusive education' disappear, argues Jangira, an Indian education specialist. The practice of these movements will be assimilated into the global 'education' system, which is developing in India. It is past time for policies to catch up with reality, and for students of all abilities to receive the education they deserve.

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## RECOMMENDATION

Is India prepared for a global partnership in educating children with disabilities alongside their non-disabled peers, as we face a global partnership between India and other developed and developing countries through call center mergers, business partnerships through mega car manufacturers, and creative partnerships between Silicon Valley in California and Tech Park in Bangalore and Hyderabad? Along with movie stars and directors, popular TV reality shows, and soap NGO and RCI businesses, India continues to struggle with the phrase "handicap or disabilities." There is a significant distance between the impairment and thereality. Handicap is more commonly understood as a negative idea, and it is well interwoven into popular culture, with most people associating the phrase with physically and intellectually disadvantaged persons. Emotional behavior disability (EBD) is not recognized, although juvenile delinquency is, and the phrase learning disability is not well understood (Chakraborti-Ghosh, 2008).

The author heard of various hurdles that special education certified teachers experience in the job market during a recent discussion with a school head mistress (who was trained to be a special educator) from one of India's top metropolitan schools.

They are:

- a) A teacher with a special education certification will not be hired in a regular school; rather, they will only be hired in special schools;
- b) Only a few universities offer a special education certification program, which limits job opportunities; c) The majority of parents still do not want their non-disabled child to be educated alongside a disabled child, so sped teachers have no role to play in inclusion programs.

The most significant obstacles to ensuring inclusive education are: Inappropriate/inadequate curriculum Lack of community awareness and affordability Lack of resources Lack of educated teachers to conduct inclusive education And many other social, political, and economic impediments The Heritage School, Akshar School, Vydehi School of Excellence, AmarJyoti School, Chettinad SrihariVikasam, SPJSadhana School, and other private schools in the country provide specialized learning programs for students with special needs.

According to Anusha Balasubhramanium's blog, inclusive education in India aims to meet the learning needs of students with special needs, with a special emphasis on those who are separated and excluded. In cases where a previously excluded child is admitted to a mainstream classroom, the outcome of the move is debatable (Balasubhramanium, 2012).

However, there are no public or government schools that can help with these activities. As a result, seeing how excellent inclusive education programs may help children with disabilities and exceptionalities learn alongside their non-disabled peers will be fascinating. It is a right, not a privilege, to get a free and appropriate education. Only when opportunities are used productively are they granted freedom; credibility can be built by proactive ways, regardless of the presence of limitations.

Today's teachers have a wide range of responsibilities, and they must recognize their role in shaping each student into a decent individual. It is feasible to improve awareness of inclusive education among preserves instructors by providing teachers with training on how to understand kids with impairments. The preserves teacher education has the job of training teachers. The current circumstance necessitates that teachers gain the confidence, competence, and aptitude to deal with any issue in an inclusive setting.

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## Conclusion

Inclusive education (IE) is a novel way of educating children with disabilities and learning challenges alongside their peers in the same classroom. Recently, a consensus among Indian thinkers and educators has evolved in favor of implementing inclusive education in mainstream institutions. The term "Special Need Education" (SNE) has been adopted as a substitute for the term "Special Education," which was formerly used to refer to the education of all children and youth with impairments or learning challenges. "Those with special educational needs must have access to conventional schools, which should accommodate them within a child-centered pedagogy capable of satisfying these demands," the Statement states. This is the driving force behind the "Inclusive Education" vision.

Through regular schooling, Inclusive Education attempts to integrate the development of children with special needs and normal children. On January 19, 2005, the Rehabilitation Council of India (RCI) formed a historic partnership with the National Council for Teacher Education (NCTE) to produce special education curriculum and integrate it into normal teacher training programs.

However, this solution may imply that the critical services provided by some special schools (and which will continue to be needed) are dispersed more widely and thinly. Indeed, the government may find that the expense of providing well-resourced expert services across all schools rather than in resource centers is more financially prohibitive than the existing arrangement. However, if IE is to be more than a physical relocation of students with disabilities in a mainstream classroom, it appears that it must be reconceived as a total school issue. Because we are still in the developmental stage, addressing these challenges and putting forth effort will lead to actual success.

The curriculum of general pre-service teacher education programs does not adequately prepare teachers and teacher educators to cope with the CWSN

or to handle mild and moderately impaired students in normal classrooms. SSA is implementing a variety of teacher training initiatives to help elementary school teachers become more aware of Inclusive Education (IE). At the moment, all inclusive education initiatives are geared toward universalizing primary education. IE is not only a cost-effective alternative for CWSN in the absence of separate special schools for these children, but it is also a scientifically sound plan for their general development; of course, it is doubly appropriate for a developing country like India. Various programs for educating CWSN with normal children in mainstream schools, commonly referred to as IE, are being implemented at various levels, although 95 percent of CWSN remain outside of mainstream schools. Even in schools where IE is used, the infrastructure needed for inclusive teaching-learning processes is lacking. Teachers' capacity to deal with CWSN and typical children appears to be lacking, reflecting the poor quality of IE training. The sole reason for happiness is that the value of IE has been recognized, and the government is working hard to give universal education to CWSN through IE.

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