



Review of Inclusive Education in India

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Abstract

Inclusive education is a novel method of teaching students with and without impairments or learning challenges in the same classroom. It integrates pupils of varying abilities into a single classroom and social setting in an effort to help them all reach their full potential. It's one of the best methods for spreading the values of acceptance and tolerance across the community. India has a number of similar problems to other developing nations, but it also has its own unique characteristics that will make educational reform challenging to accomplish. The Indian government's dedication to UEE (Universal Elementary Education) is unwavering. Medical and academic evaluations, books and stationary, clothes, transportation allowances, a reader allowance and stipend for females, support services, teaching learning materials, etc. should all be provided to pupils on an individual basis. Instead of pity, society would benefit from recognising the skills and abilities of children with disabilities so that they might feel valued as individuals and contribute to the greater good.

Key words: Inclusive, Education, Government, disabilities etc.

Introduction

Inclusive education has been defined at various ways that addresses the learning needs of the differently abled children. The efforts of the Government of India over the last seven decades have been towards providing comprehensive range of services towards education of children with disabilities. In 1974, the centrally sponsored scheme for Integrated Education for Disabled Children was introduced to provide equal opportunities to children with disabilities in the area inclusive education can be traced back to National Education Policy (1986) which recommended, as a goal

- To integrate the handicapped with the general community at all levels as equal partners
- To prepare them for normal growth and to enable them to face life with courage and confidence.

The World Declaration on Education for All adopted in 1990 gave further boost to the various processes already set in the country. The Rehabilitation Council of India Act (1992) initiated a training programme for the development of professionals to respond to the needs of students with disabilities. The National Policy for Person with Disability (NPPD 2006), which attempts to clarify the framework under which the state, civil society and private sector must operate in order to ensure a dignified life for persons with disability and support for their caretakers. Most recent advancement is the Right of Children for Free and Compulsory Education (2009) which guarantee right to free and compulsory education to all children between ages six to fourteen. But PWD Act ensure that every child with disability is entitled to a free education up to the age of 18 years. Keeping in view, Govt. of India had accelerated the new scheme of Inclusive Education to achieve the target of Education for All (EFA) by 2010. Inclusion is an effort to make sure that diverse learner those with disabilities, different languages and cultures, different homes and family lives, irrespective of their strengths and weaknesses will be part of the mainstream education.

Review of literature

(Beniwal, 2021) studied “*Inclusive Education in India: Opportunities and Challenges*” Inclusive education is a novel method of teaching typically developing youngsters alongside those with special



needs. It argues that children with special needs should be taught alongside typically developing youngsters in mainstream settings. It integrates students of all abilities and backgrounds into a single learning environment in an effort to help them reach their fullest potential. It's a powerful tool for spreading the values of acceptance and tolerance across the community. India has pushed for the adoption of inclusive education and has enacted laws and other legislation to back it up.

(Wang, 2009) studied “*Should All Students with Special Educational Needs (SEN) Be Included in Mainstream Education Provision?*” Children with special educational needs (SEN) have traditionally been divided into distinct classroom settings. Although this method of teaching has been in use for some time, its effectiveness has been questioned by other educators and researchers. Most of them advocate for include SEN kids in regular classrooms so that they may benefit as much as possible from the opportunities presented there. Other advantages and disadvantages have been mentioned in connection with this educational problem.

(Buli-Holmberg & Jeyaprathaban, 2016) studied “*effective practice in inclusive and special needs education*” This research tries to measure what constitutes good pedagogical practise while working with students who have unique educational requirements. Which practise will be beneficial in various inclusive classroom settings, and what criteria contribute to effective practises, are the questions posed for examination in the current study. In order to find an answer to the study's research question, a qualitative approach was used, namely a case study approach using an embedded single case design. The region of Southern Norway was the setting for this investigation. Twenty-four schools across three counties and four different towns were chosen for this research.

(Hornby & Kauffman, 2021) studied “*Special and Inclusive Education: Perspectives, Challenges and Prospects*” Article 24 of the United Nations Convention on the Rights of Persons with Disabilities promotes an inclusive vision, but in practise, this goal is seldom realised in educational systems across the globe. First, there is a dearth of data supporting the advantages of inclusive education over conventional special education services, but the leadership of important top academics in the area of special education has promoted a vision of complete inclusion instead. Secondly, many advocates of inclusion have been critical of special education in the 20th century due to its allegedly ineffective methods of teaching students with disabilities.

Concept of Inclusive Education

The principle of inclusive education was adopted at the World Education Forum solicits governments to give the highest priority to making education systems inclusive and adopt the principle of inclusive education as a matter of policy. The idea of inclusion is further supported by the United Nation's Standard Rules on Equalization of Opportunities for Person with Disability Proclaiming Participation and equality for all. Inclusive Education is defined as a process of addressing the diverse needs of all learners by reducing barriers to, and within the learning environment. Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. In India, 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. In recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged. This broader understanding of curriculum has paved the way for developing the National Curriculum Framework (NCF-2005) that reiterates the importance of including and retaining all children in school through a programme that reaffirms the value of each child and enables all children to experience dignity and the confidence to learn.



Importance of Inclusive Education

There have been efforts internationally to include children with disabilities in the educational mainstream. In order to achieve truly inclusive education, we need to think about and incorporate children with special needs into regular schools. Especially, because these kids face some sort of barriers to learning and participation in the classroom. As general education classrooms include more and more diverse students, teachers realize the value of accepting each student, even though their individual goals may be different. We have learned that inclusive education is a better way to help all students succeed. Researches show that most students learn and perform better when exposed to the richness of the general education curriculum. The growing body of research has shown that children do better academically when in inclusive settings and Inclusion provides opportunities to develop relationships. Some of the benefits include: friendships, social skills, personal principles, comfort level with people who have special needs and caring classroom environments. The most important function of friendships is to make people feel cared for, loved, and safe. In an inclusive educational setting, low-achieving students are able to get extra help even though they did not qualify for special education. Classmates of students with disabilities also experience growth in social cognition, often can become more aware-of the needs of others in inclusive classrooms. An interesting side effect is that these parents report that they also feel more comfortable with people with special needs because of their children's experiences. Students with disabilities can create long-lasting friendships that would not be otherwise possible and these friendships can give them the skills to navigate social relationships later on in life.

Challenges to implement Inclusive Education in India

In India, the number of the disable people is so large, their problems so complex, available resources so scarce and social attitudes so damaging. The road to achieving inclusive education is a long and varied one, on which challenges and opportunities will arise. They are as follows:

- Society with Cultural diversity
- Multi Policies on Education
- Negative attitudes of Parents
- No Training in Special Education
- Teasing by Non-disabled peer
- Poor Family Back Ground
- No unit on disability studied

Conclusions

Right to Education Act (2009) ensures education to all children irrespective of their caste, religion, ability, and so on. It is essential to build an inclusive society through an inclusive approach. In doing so, we have challenged commonly held beliefs and developed a new set of core assumptions. Inclusion is more than a method of educating students with disabilities. It stresses that each child irrespective of the intensity and severity of his / her disabilities, is a valued member of society and is capable of participating in that society. A good inclusive education is one that allows all the students to participate in all aspects of classroom equally or close to equal. To meet the challenges, the involvement and cooperation of educators, parents and community leaders is vital for the creation of better and more inclusive schools. The Government of India is trying to improve its education system focusing on the inclusive approach. The challenges can be overcome by raising awareness of human rights in communities and publicizing positive examples of disabled children and adults succeeding in inclusive education.



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