



The Various Systems of Education with Reference to General and Special Education

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Abstract

As was the case in Western nations, the beginnings of special education in India can be traced back to Christian missionaries and nongovernmental organisations that emphasised a charity model of serving populations such as the visually, hearing, and cognitively impaired. In other words, the situation was very similar to how it was in the West. On the other hand, after India gained its independence in 1947 from Great Britain, the government of India became much more engaged in the delivery of educational, rehabilitative, and social services. As a result, India has been steadily moving toward a paradigm of inclusive education over the course of the previous four decades. This chapter discusses the implementation of such a model in relation to the prevalence and incidence rates of disability in India as well as working within family environments that often involve three to four generations of family members. Specifically, the chapter focuses on the prevalence and incidence rates of disability in India. A high level of poverty, appropriate teacher preparation of special education teachers, a lack of binding national laws concerned with inclusive education, a dual governmental administration for special education services, and citizens' and special education professionals' strong concern about whether or not inclusive education practises can be carried out are all included in the challenges that an inclusive education system faces in India.

Keywords: Special Educational Needs, Inclusion

Introduction

Persons with disabilities in India have historically been able to coexist with the general population, despite the fact that their treatment and attitudes toward them have fluctuated over the course of history. Nevertheless, they have never been excluded from society or from membership in institutions. They chose to reside with their relatives instead. As far as education was concerned, even the Gurukul Ashram, which are educational institutes, promoted the fundamental educational principles of special education. These principles include determining the skills and requirements of each student, individualising the learning goals and methods to match the students' abilities and interests, and preparing the students to meet the social expectations of their potential inter-sets. The well-known epic known as the Mahabharata provides proof that Monarch Distracter, although having a sight impairment, was in fact the king of all of India.

Origins of Special Education

On the other hand, in more recent years, concerted attempts have been made in India to provide those with disabilities with educational and occupational options. Beginning in the 1880s with Christian missionaries, the charity model eventually became an integral feature of the unique schools that they created. For instance, official educational institutions for the blind were formed in 1887, while schools for the deaf were established in 1888, and institutions for the mentally deficient were established in 1934. After these first setups took place in the latter part of the 19th century or the early 20th century, the latter half of the 20th century saw an increase in the number of these types of institutions being



founded. After India gained its independence from Britain in 1947, there was a concerted effort made to advance the country's special education system, which resulted in the opening of 81 new schools between the years 1960 and 1975. By 1979, there were a total of 150 special education facilities around the country. With the establishment of the National Institute for the Mentally Handicapped (NIMH) in 1986 and others shortly after, the availability of trained personnel and suitable models of service made the growth of special schools for children with disabilities a very significant phenomenon. Special schools for children with disabilities include:

Promoting Inclusive Education In India

The rest of this chapter will concentrate on the significant efforts that the country has made toward fostering inclusive education in its national laws and policies over the last several decades. These gains have been made in recent years. In order to highlight the growth of special education programmes for kids in India who have special needs, this article discusses many important efforts that took place over each of the last four decades.

Current Challenges for Inclusive

Education in India

The movement toward inclusive education has become a major focus in recent education reform in India. In spite of the government's efforts in the

Current Challenges for Inclusive education in India

The trend toward inclusive education has emerged as a primary area of emphasis in the ongoing process of education reform in India. In spite of the efforts made by the government over the course of the last forty years, inclusive education is provided to less than one percent of students who have impairments. Children who have impairments face a number of formidable challenges in India, including the country's widespread poverty, the absence of a legally enforceable mandate for inclusive education, a shortage of available resources, and the country's distinctive cultural and social background. In India, where there is a high degree of poverty, the implementation of inclusive education has been met with a significant amount of resistance. Despite recent advances in economic development, widespread poverty persists across India. According to the World Bank, as many as 400 million people in India are classified as living in poverty, which is defined as having a daily income of less than 82 pence (The Telegraph, 2013). The most recent study on the topic was released by Business Standard on January 21, 2014, and it said that the annual salary for captainties in India now stands at Rupees 68,748. This figure is approximately comparable to \$1,087. Even by the norms of impoverished nations, this is much below what is expected. Inadequate nutrition, improper reproductive habits, infections from illnesses, and accidents are the leading causes of disability. Poverty and a lack of basic human services are the primary factors that contribute to these causes. Therefore, the likelihood of having a disability is significantly increased for the offspring of low-income families. The arrival of a disabled child into a family or the development of a disability within the family frequently results in the imposition of additional demands on the constrained resources of the family and a strain on the family's morale, which ultimately causes the family to fall further into the abyss of poverty. In India, children who have impairments have additional challenges, one of which is poverty, which prevents their educational possibilities from improving. According to Karna (1999), a significant percentage of families with disabled children have incomes that fall significantly below the federal poverty line. This means that these families are



considered to have incomes significantly below the poverty threshold. In order to provide for their families' fundamental need, many of these youngsters are forced to participate in the labour field despite the fact that they would prefer not to. Because they have an urgent need for food and shelter, the majority of these children and their families must prioritise their subsistence needs above their educational requirements. This perspective drastically limits the educational options available to the great majority of children, to say nothing of children with impairments. The absence of legally enforceable statutes is yet another significant obstacle on the path to the effective implementation of inclusive education in India.

Conclusion

After India gained its independence from Britain, the country's central government got more engaged in the delivery of services in the areas of education, rehabilitation, and social welfare. India has been making slow but steady progress toward an inclusive education approach over the course of the last four decades. This chapter discusses the implementation of such a model in relation to the prevalence and incidence rates of disability in India as well as working within family environments that often involve three to four generations of family members. Specifically, the chapter focuses on the prevalence and incidence rates of disability in India. After India gained its independence from Britain in 1947, there was a concerted effort made to advance the country's special education system, which resulted in the opening of 81 new schools between the years 1960 and 1975. In India, where there is a high degree of poverty, the implementation of inclusive education has been met with a significant amount of resistance. In spite of the efforts made by the government over the course of the last forty years, fewer than one percent of children who have impairments are taught in settings that are inclusive. According to the World Bank, as many as 400 million people in India are classified as living in poverty, which is defined as having a daily income of less than 82 pence (The Telegraph, 2013). In India, children who have impairments have additional challenges, one of which is poverty, which prevents their educational possibilities from improving. In order to provide for their families' fundamental need, many of these youngsters are forced to participate in the labour field despite the fact that they would prefer not to.

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