

## An Analysis Of Inclusive Education In India

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(Received:5April2022/Revised:15 April 2022/Accepted:29April2022/Published:5May2022)

### Abstract

Inclusive Education is an approach to schooling in which students with many different kinds of disabilities and learning needs are educated in class with non-disabled and typically developing students. In an inclusive arrangement student who need additional supports and services spend most of their time with their non-disabled peers rather than in separate classrooms or schools. Many efforts have been taken to include children with disabilities in the educational mainstream at international and national level. Different NGO's are also working for the enrollment, preparation of material, supply of assistive and adaptive aids for the disabled children, but this vast population of children with disabilities can only be facilitated with the help of using alternative strategies and programs in schools rather than only special school settings. There are many challenges around the negative attitudes and behavior, on the part of both teachers and parents, in relation to the ability of disabled children to learn. Presently, there are many special schools addressing the needs of persons with disabilities in India. But these schools are not sufficient to fulfill the needs of entire population. Differently abled children always need respect and support instead of sympathy from society. They want their talents and abilities should be recognized properly for their self-respect and welfare of the society. Thus, the present paper focuses on the concept of inclusive education, its need to keep our country at par with the developed countries and its various challenges.

**Keywords:** Inclusion Education, Inclusion, Integrated, Children with special Needs, Disabilities

### Introduction

Inclusive education involves restructuring the culture, policies programmers and practices in schools so that it can respond to the diversity of students in the society. It brings all students together in one classroom without any discrimination of their strengths or weaknesses in any

area, which maximizes the potential of all students. The efforts of the Government of India over the last six decades have been improving for providing maximum services towards inclusive education. The centrally sponsored scheme for integrated Education for Disabled Children (EDC) was introduced to for providing equal opportunities to children with disabilities in general schools. National Education Policy, 1986, suggested inclusive Education “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 Rehabilitation Council of India Act 1992 recommended training programmed for the development of professionals to respond to the needs of students with disabilities. National Policy for Persons with Disability, 2006, also suggested the framework under which the state, Civil society and private sector must operate in order to ensure a dignified life for persons with disability. It is clear that education policy in india has gradually increased the focus on children and adults with special needs, and that inclusive education in regular schools has become a primary policy objective, yet a lot to be required now.

### **Aim Of The Study**

The aim of the present paper is to highlight a school-based support team along with parents and students’ volunteers that should be made for the whole school to meet the needs of learners with special educational needs. It recommends that team should also be a part of each and every organization so that all can share their experiences concerned to the disabled students and even give maximum submission about the general problems and requirements of the students. It also highlights some basic practical changes in school infrastructure for creating better environment so that all children should be treated equally with respect and support instead of sympathy from anyone for their self-respect and welfare of the society.

### **Concept Of Inclusive Education**

The principle of Inclusive education was adapted at the “World Conference on Special Needs Education. Access and Quality” (Salamanca Statement, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000). The Statement solicits governments to give the highest priority to making education system inclusive and adapt 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 (IE) is defined as a process of addressing the diverse needs of all learners by reducing barriers to, and within the learning

environment. It means attending the age appropriate class of the child's local school, with individually tailored support (UNICEF 2007). Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. At the Jomtien World Conference (1990) in Thailand, the goals for 'Education for All' were set and it was proclaimed that every person (child, youth and adult) shall be able to benefit from educational opportunities which would meet their basic learning needs. Inclusion is an educational approach and philosophy that provides all students greater opportunities for academic and social achievement. This includes opportunities to participate in the full range of social, recreational, arts, sports, music, day care and afterschool care, extra-curricular faith based, and all other activities. In India, National Council of Educational Research and Training (NCERT) joined hand with UNICEF and launched Project Integrated Education for Disabled (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 boarder 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 programmed that reaffirms the value of each child and enables all children to experience dignity and the confidence to learn.

### **Benefits Of Inclusive Education**

Increased academic achievement for both students with disabilities (Daniel and King, 1997; Luster and Durrett, 2003; Peetsma et al., 2001) and their nondisabled peers (Huber, Rosenfeld, and Fiorella, 2001; Sharpe, 1994) has been documented in a variety of research. A positive impact on social outcomes for students with disabilities when included in the general education classroom has been examined (Klingner et al., 1988; Vaugh et al., 1998).

#### **(A) Enhanced Learning**

By the inclusive education program, teachers became flexible in the process of making the use of instructional material and teaching strategies. They are no longer to use traditional methods but instead they use videos, audio, kinesthetic and even multimedia they can employ in order to make learning more accessible and exciting which helps in enhancing the learning of children without any disability. Various research studies have consistently demonstrated that the inclusion of students with disabilities in general education classrooms results in favorable outcomes. Dyson and others (2004) performed a large-scale study into the effects of inclusion on the

achievement of students without SEN. At regional level, they found no relationship between the inclusiveness of the Local Educational Authority, and achievement. At school level, a small effect was found; in schools with higher levels of inclusion, student achievements were on average lower. Positive outcomes have been shown for both students with high incidence disabilities (intellectual, multiple, and severe disabilities) .

**(B) Increased Positive Self-Understanding**

When children attend classes that effect the similarities and differences of people in their community, they develop an increasing understanding of other children and their own (Odom et al, 2000). They learn to appreciate and respect their own as well as other cultures. Children become more understanding of and to develop positive attitude towards their diverse counterparts (Odom and Bailey, 2001). Children gain cultural fluency across cultures with exposure to different cultures.

**(C) Increased Pre-School Behavior**

More time in the general classrooms with students with disability are associated with absence and referral of some disruptive behavior. Multiple studies show that children in inclusive educational setting demonstrate increased “pro-social” behavior. Typical peers can learn to identify targeted ways to engage peers with differing abilities (Tsao et al, 2008). Some children can learn to adjust their communication without teacher instruction to engage their classmates who communicate differently than they do (Guralnick and Hong (2010) found that typically developing children are some likely to approach their children are some likely to approach their decisions to include children with disabilities in play based on fairness and equity. Collectively these positive behaviors improve the atmosphere and generate a sense of collegiality within the classroom and across the school.

**(D) Positive Classroom Culture**

A Peer-support mode, with peers siting as tutors (with proper teacher support), leads to a better managed classroom in which all students can benefit. In an inclusive educational setting, typical peer who have strong grasp of content and material often assist classmates with school-related tasks and tend to move into a tutoring role. As children do this, they are also likely to show increased self-esteem, confidence, autonomy and leadership skills (Katz and Chard, 2000). A long-term benefit to these

students is that they actually tend to approach course material and school in general with more enthusiasm (Fuchs, Fuch, and British, 2000, Scuggs and Mastropieri, 1998)

#### (E) Development of Leadership Skills

Students in inclusive environment learn to become empathetic and take the responsibility of caring for one another. Sometimes they face such situations where they have to talk to protect their disabled peers which in turn help to develop in them various leadership qualities. Teachers should also give opportunities to all students to discover their diverse talents. Although disabled students lag behind in some capabilities but at the same time they excel in other fields as well.

### **Challenges Of Inclusive Education In India**

Presently, there are many special schools addressing the needs of persons with disabilities in India. But these schools are not sufficient to fulfill the needs of entire population. Different NGO's are also working the enrolment, preparation of material, supply of assistive and adaptive aids for the disabled children but this vast population of children with disabilities can only be facilitated with the help of using alternative strategies and programmers in schools rather than only special school settings. There have been efforts internationally to include children with disabilities in the educational mainstream. In order to achieve the aim of inclusion education, we need to think about and incorporate children with special needs into regular schools. Especially, because these children face some sort of barriers to learning and participation in the classroom. As normal classrooms include more and more diverse students, teachers realize the value of accepting each student as unique.

In India the number of disabled 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. India is a multi-lingual, multi-cultural, multi-religious country, and its people are satisfied along sharp socio-economic and caste lines. With an estimated 1.210 million people, India is the world's second most populated country after China. It has 17 percent of the global population and 20 percent of the world's out-of-school children. The aim of inclusion is to bring support to the students. The Key purpose has become more challenging as schools accommodate students with increasingly diverse backgrounds and abilities. According to official estimates from the census of India (Government of India, 2011), the number of people with disabilities in the country is 26 million, or roughly 2.1% of the total population. However, UNICEF's Report on the Status of Disabilities in India (2000) states that there are around 30 million

children in India suffering from some form of disability. According to Sixth All India Education Survey (NCERT, 1998) about 20 million out of India's 200 million school-aged children (6-14) require special needs education. While the national average for gross enrolment in school is over 90 percent, less than 5 percent of children with disabilities are in schools. Acceptance by peers provides a much greater challenge for children with disability. Children with disabilities are often an easy target for being teased and bullied by their non-disabled peers. A large number of children with disabilities live in families with income significantly below the poverty line.

### **Few Measures For Implementing Inclusive Education**

Inclusive Education helps the disabled child to develop a sense of pride in their work because they actually feel like they accomplished something. We know that Albert Einstein was learning disabled but still managed to become the greatest mind of the 20<sup>th</sup> century. Educating children with disabilities alongside their non-disabled peers is considered one of the better ways to provide education to the population in India (Shah, 2005, Shah et al., 2014). So, there are following measures for better implementation of inclusive Education in India.

- (1) The Right to Education (RTE) must apply to all citizens of India. State and central Governments as well as all the other social actors should recognize the importance of a broadened concept of inclusive education that addresses the diverse needs of all learners.
- (2) A policy of inclusion needs to be implemented in all schools and throughout Indian education system (NCF, 2005). Schools need to become centers that prepare children for life and ensure that all children, especially the differently abled children from marginalized sections, and children in difficult circumstances get the maximum benefit of this critical area of education.
- (3) Teacher's attitudes towards inclusive education could be formed and developed in the context of an educational system which can provide some specific conditions in order to have a good practice in this field.
- (4) Families with children without disabilities should develop relationships with families with children with disabilities and be able to make a contribution.
- (5) Inclusion should not be the sole responsibility of the specific class teacher. Everybody should be involved and take responsibility. Training for teachers should be sustained and ongoing. It should most importantly focus on attitudinal change.

- (6) Those schools that are committed to taking in children with special needs, then teachers must attend workshops in order to be adjusted to the child's needs.

### **Conclusion**

The Govt. of India has started many steps, policies, plans in the field of inclusive education for involving all children in mainstream by focusing on inclusive education, yet result are not satisfactory. Presently there are many special schools addressing the needs of persons with disabilities in India. But these are not sufficient to fulfill the needs of entire population. A school-based support team along with parents and student volunteers should be made for the whole school to meet the needs of learners with special educational needs. We need to create an inclusive design of learning with supportive and motivating environment to make all children welcoming in society. Differently abled children should be treated equally with respect and support instead of sympathy from anyone for their self-respect and welfare of the society.

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