

# Inclusive Education: A Road Map in India

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**Abstract:** India is one of the few countries all over the world where government make provision for children with special need. 75 percent population live in rural area. It is difficult to implement the policy in ground level still they trying to make success as well as instruct to NGO to achieve the goal for student with special need. This article presents the comprehensive views of the development of inclusive education in India. The article discuss how to develop different milestone of inclusion process in legislation and policy, like-special education, integrated education and inclusive education which was developed one after another.

**Keywords:** inclusive education, children with special need, history of education.

## **Introduction:**

Indian society was naturally more inclusive. Gurukul system was one of the important examples of that. Even so India was one of those countries, who was participated in Salamanca Frameworks (1994) and taking different require steps to combat segregation and ensure inclusion for all children and consequently many legislation had been launched for specially children with special need.

Inclusion is a process in which ensure participation of all students including children with special need and reducing exclusion from general school. Inclusion increase diversity in common classroom in respect of culture, needs, learning style etc. It's creating opportunities to taking admission in local school. So inclusion ensures the fundamental right of disabled child as well as non disabled child.

## **Indian scenario:**

Historically children with special need were neglected and they were always a burden for parents and society. Many times their parents were killed them but Government was nothing to done for them. After a space of time society was locked as an useless and incapable to receiving general education and society thought that killing was an offense so it should not done. They were taken a significant step and established special school for children with special need.

## **Legislation and Policy:**

In 1944 the Sergent Report recommended to send children with disabilities to mainstream school were first made. After independent in 1947, Indian Government tried to focus on all children for education. Indian constitution (1950) the Govt of India stipulated in Article 41 of the Directive Principles of the Indian Constitution supports the right education and Further, Article 45 commits to "free, compulsory and universal primary education should be provided to all children up to 14 years of age".

Kothari Commission (1964-66) also known as Education Commission recommended to experiment with integration and mainstreaming of disable students with the non-disabled students in the ordinary schools.

According to the recommendation of Kothari Commission, Government of India came out the first National Policy on Education (1968). Regarding the education for disable children, this Policy tried to lay down the following main provision- “Educational facilities for the physically and mentally handicapped children should be expended and attempts should be made to developed integrated programmes enabling the handicapped children to study in regular schools”.

### **Integrated Education for Disabled Children:**

As an implementation of the National Policy on Education (1968), the Integrated Education for Disabled Children scheme was launched in December 1974 under the erstwhile Department of Social Welfare for admitting children with disabilities in regular schools. The scheme aimed not only the Educational opportunities for disabled children in common schools so as to facilitate their retention in the school system but also to integrate them with the general community at all levels as equal partners (Implementation of IEDC Scheme in NCT of Delhi – An Overview--- Nodal Officer, IEDC). In 1985, a well-known programme namely District Primary Education Programme (DPEP) was launched for the purpose of universalization of education, so the programme included the children with disabilities in regular school.

The National Policy on Education (1986) recognizes education of disabled as a human resource development activity, not merely a welfare activity. The policy emphasizes the removal of disparities and ensuring equalisation of educational opportunity for the children with special needs (CWSN). For the implementation of NPE (1986), regarding mainstreaming and integration Govt of India launched Project Integrated Education for Disable (PIED) and Programme of Action (POA) was formulated, the POA came forward with pragmatic approach by clearly emphasizing that the children with disabilities who can be educated in a general school essentially be educated in general school only, not in special school. The National Policy on Education (1986) further emphasis on open and distance learning to giving opportunities specially for children with special need.

There after Govt of India took initiative for the establishment of Rehabilitation Council of India in 1986 under the Ministry of Social Welfare and RCI Act passed in Parliament of India in 1992. This body recognized nine national institutes and different special institute across India and make sure to prepare teacher for students with special need and maintain their professional registration who only can serve teaching and rehabilitation.

The Salamanca Statement and Framework for Action on Disability Education (1994) emerged as a result of deliberations held by more than 300 participants representing 92 governments including India and 25 international organisations in June 1994. For furthering the objective of education for all, it considered the fundamental policies shifts required to promote inclusive education. It emphasises that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The special educational needs refer to all those children and youth whose needs arise from disability or learning difficulties. The statement affirms, “Those with special educational needs must have access to regular schools which should accommodate them within child centred pedagogy capable of meeting these needs”.

As a result of Salamanca Statement and Framework for Action on Disability Education (1994), the Persons with Disability (Equal opportunities, Protection of Right, & Full Participation) Act, 1995 come and clearly state that all children with disabilities will get opportunities to free and compulsory education up to 18 years. This act further emphasis on-

- a. Remove all architectural barriers from educational institute imparting vocational and professional training.
- b. Transport facilities for students with disability.
- c. Supply all relevance material to students with disability.
- d. Scholarship distribution for students with disability.
- e. Prepare child centric curriculum and examination for students with disability.

In 1997, Inclusive Education formally added in DPEP and it was initially introduced in the status in a small way by taking Block/Cluster as a pilot project in each DPEP district.

In 1999 the Government of India passed the National Trust for Welfare of Person with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, especially for the rehabilitation of people with disabilities. The National Curriculum Framework for school education brought out by National Council for Educational Research and Training (NCERT, 2000) has made significant recommendation for Inclusive Schools as a measure towards achieving quality education for all learners. Special requirement is that learners with special needs should be educated along with other learners in Inclusive schools, which are cost effective and with sound pedagogical practices.

Therefore, it promotes participation of learners without any discrimination in regular schools. In 2000, through the 86th Amendment Act, Article 21(A) was incorporated in the Indian constitution which made education as a Fundamental right. The Tenth Five Year Plan (2000-2002) aimed to provide Universal Elementary Education by the end of plan. It also aimed to provide basic education for the un-reached segments and special groups. The special interventions and strategies like pedagogic improvement and adaption of child-centred practices are focused on groups like girls scheduled castes and scheduled tribe, working children, children with disability, urban deprived children, and children from minority groups, children below the poverty line, migratory children and in the hardest-to-reach groups. The Sarva Siksha Abhiyan (2000) a centrally sponsored scheme is implementing many programme and innovative practices with an aim of fulfil the objective of Universalisation and Quality in education. SSA also focused to ensure that every differently abled child, irrespective of kind, category or degree of disability, is provided with quality education in an appropriate environment. Hence Inclusive Education in schools for Children with Special Needs (CWSN) is given top priority under Sarva Siksha Abhiyan (SSA). National Curriculum Framework (NCERT, 2005) reiterates the importance of including and retaining all children to experience dignity and confidence to learn. It states “schools, therefore, have a responsibility of providing a flexible curriculum that is accessible to all students.

Despite, the change has been slow down, and growing segregation role of educational institute, so the Govt of India launched a new National Policy for Person with Disabilities (2006) for the purpose of inclusion in education and rehabilitation of disabled child.

Very recently Right to Education Act (2009) was launched to provide an enabling environment for disabled children to enter general school and complete elementary education on par with other children. Teaching and learning processes in the classroom should be planned to respond to the diverse needs of students. Teachers should explore various strategies to provide education for children having disabilities”.

According to the World Report on Disability of the World Health Organisation (2011) the number of children aged 0-14 years experiencing disability is estimated at 95 million, with 13 million children experiencing a number of difficulties and their access rate to education was very poor. In this time the Government of India launched another PWD Act (2016), which define disabled person specifically and include many types of disability and making a standard norm.

### **Conclusion:**

In response to Indian legislation and policy, it is expected that practicing quality inclusive education. India has participates many national and international programme and timely revised their laws and regulations. Consequently children with special need were getting chance to participate in school and society and established their fundamental right.

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