



INCLUSIVE EDUCATION IN INDIA PRACTICES AND CHALLENGES

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ABSTRACT

The world records the increasing counts of children with different specialities especially in the developing countries like India. The study records the need of the inclusive education into the education system right from the primary level. The research has revealed that all are one only the difference is found by the stature of the person who is behind or unveiled the curtain, all in the mindset. Naturally there is no difference across the globe among the people living, it is not new that the children will have a different talent, inclusive education records this as one among them. Internationally from the end of the last century it has become the attention, including developed countries like United Kingdom, United States of America has brought in many changes in their education system to inculcate the inclusive education. India also has become part of it from the beginning as many international agencies has involved in the movement. There were few activists have contributed and made it as a movement and passed throughout the globe. It was felt in the beginning that practically combining them may not be possible due to many restrictions clutches within the mind but the many similar study and research contribution has removed the blank from the eyes of the speculators. After all the technological development especially in the education realm it has many to accept that it is viable. The children of the future generation will with more confidence be brought up with values and responsibilities. The pandemic has witnessed the need of belongingness worldwide is another authentication which enhances the inclusive education.

Keywords: Challenge, Disability, Inclusive, Mind, Responsibility, Strategy, Technology, Togetherness, Values.

INTRODUCTION

Education is the primary right of everyone in our country as per our constitution irrespective of creed, religion, caste, status of their parents, social, economical or any other thing. The right of everything soon after the Independence is experienced only if a person is considerably educated in the basics. The empirical study and several other research has been made on the field of education has revealed where do we lag and where needs to be improved. The eventual accreditation of the right and its implementation would reflect through the education system in the society, Nation building is the result of the perfect system implementation. Inclusive education is bringing in

the children with disability and trying to generalise them for an easy living in the society. The vulnerability of neglecting them can be avoided when the society is properly educated. Unawareness is the disease of the societal growth which has been proved concurrently across the globe; education re-establishes the society towards the betterment. Two decades ago there were 113 million children not enrolled for the primary education across the globe (Grech, 2000) and in India it was about 25 million (MHRD, 2010) who were not into school. The inclusive education brings in the disabled students as part of the course in the regular so that both of them will understand their personal ability and shine accordingly. The empirical study with the definite objectives on the inclusive education India and its related practices along with the challenges enhances the usability and improvisation of the education system.

2) PURPOSE OF THE STUDY

The following are the main purpose of the study is

- To find the awareness of the inclusive in education
- To find how is the effectiveness of inclusiveness in education
- To draw the challenges faced
- To understand the general practices in India
- To draw a possible solution for the challenges faced in the education system

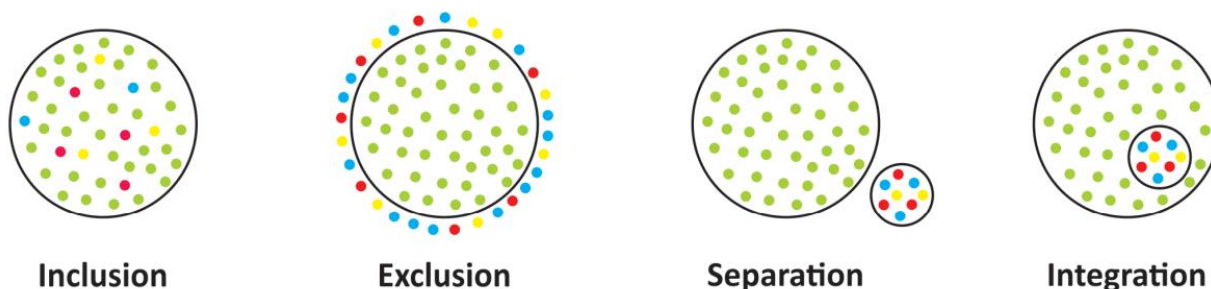
3) METHODOLOGY

The research follows an exploratory research design through which it chooses to learn and find the valid reasons to draw a perfect conclusion on the topic. The research also uses purely secondary data as the topic has been introduced in the last century and hoping to find better results. Though the topic concentrates on the practices in India but still would trace the significance of presence across the globe in the education system and its results thereto. The research also follows the analysis on every finding and chooses the right one carefully used statistical tool to support enough the drawn conclusion.

4) THE INCLUSIVE EDUCATION

The Introduction has justified it is including the differently able persons inclusions with the non-disabled pupil in the education system. The National Education policy has anchored with the RTE act beliefs that the values of equality, social justice and democracy and the creation of a just and humane society can be achieved only through provision of inclusiveness right from the elementary education. (MHRD, 2010)

4.A. Inclusion – a figurative representation (al, 2020)



The above figure has very easily explained what an inclusive education is all about. It is as simple as that the non-disable and disable ate together during the education. The Rights of Persons with Disabilities Act, 2016 in its clause 2(m) defines inclusive education emphasizes that both of them should be given equal chances in learning except some severe cases. The teachers must have given the special education in handling both the type of the students especially on the context of showing no differences between them.

Asha Hans, has very nicely described the word disability as “I live in a cocoon of social making Peeping out at the world from behind a curtain.” (Hans, 2003) Therefore it is all about the state of behind the curtain you just have to remove it or come out of it.

4.B. The common practices in India

Situation	Possible Practices
Exclusion	Inclusion would be better since it allows the students to come out with inner ability in comparison with the other students.
Values	It creates a self (Kohama, 2012) value system in every individual from the childhood and grows together.
Practicality	The understanding capability (Chakraborti-Ghosh, 2017) varies so that it will be a time consciousness. Practically in the beginning it might be but later they will follow the pace.
Assertion by the stake holders	Generally, the parents seem to oppose first but in later stage a responsibility society will grow, since the numbers of disabled children are increasing in the developing country.
It is better for the disabled students.	In practical both are valued equally in the sense that rat race is avoided but equality is developed as the years goes by.
Curriculum and Methodologies	There would be a lighter change in the curriculum and the teacher’s approach in this special environment.

5) GLOBAL INTERVENTION

- The British Civil rights movement has rejected the term “people with disabilities”, rather they consider it is the effect in the individual’s mind.
- Activists from Africa, (al B. W., 2006) Latin America and Asia has founded the International disabled people’s movement and taking it forward thereto.
- The Salamanca Statement, (al D. J., 2020) UNESCO in the year 1994 has brought a breakthrough for inclusion leading to a paradigm shift in education system internationally.
- The Rehabilitation Council of India Act 1992 initiated a (Nambissan, 2003) training programme for the development of professionals to respond to the needs of students with disabilities.
- The LRE mandate ensures that schools educate students with disabilities in integrated settings, alongside students with and without disabilities, to the maximum extent appropriate.
- In India, National Council of Educational Research and Training (NCERT) joined hands with UNICEF and (Singh, 2016) launched Project Integrated Education for Disabled Children (PIED) in the year 1987.

5. A. Challenges and Strategies

Challenges	Strategies
Obstacles from the Stakeholders and their mind set.	The law and the relevant act have brought in the necessary arrangements already, maybe that would subside the situation and in course of time they will travel together.
Teacher's Training and the methodology.	The smart classroom facility has brought a greater solution as the teachers will get an enhanced support.
Children in the classroom.	As many of the international agencies have elaborated that there would be paradigm shift among the kids as well. An altered method and the material used would enhance the alteration.

6. CURRENT STATUS OF INCLUSIVE EDUCATION IN INDIA

Inclusive education for children with disabilities (CWDs) in India has been affected by inconsistent policies, lack of availability of data and lack of success and quality. The result has come to the fore in the form of serious differences in implementation and without planning intervention. Although the Right to Free and Compulsory Education (RTE) Act, 2009, the Sarva Shiksha Abhiyan, the Right of Persons with Disabilities Act (RPWD Act) 2016 and the recent New Education Policy 2020 recognise the right to inclusive education for children with disabilities, there is ambiguity about the uniform nature for inclusive education in the country.

The legal and policy commitment to inclusive education is fuelled by the need to abide by international treaties such as the United Nations Convention on the Rights of Persons with Disabilities, which India ratified in 2007. The RPWD Act 2016 describes inclusive education as a type of education system where children with disabilities or other children sit together and study and the way of study is such that it caters to the needs of different types of differently abled children. But there are many contradictions in the policies of the government. The unreliability of the data has resulted in the creation of policies different from the country's ground reality.

Children with disabilities remain largely separate from the education system and very few of them are able to move beyond primary education. According to the results of the 76th phase of the National Sample Survey 2018, 48.8 per cent of the persons with disabilities are educated and only 62.9 per cent of those between the ages of 3 and 35 have ever written their names in a regular school. The report also said that very few of the disabled children can continue their studies and only 23.1 per cent reach high school. There are also differences in terms of gender and type of disability. Children with autism and cerebral palsy and girls with disabilities are the least likely to get an education in school.

There is a lack of reliable data regarding the presence of disability. The number of persons with disabilities is said to be low. The data of different data systems such as census, national sample survey and Unified District Information System for Education (UDISE) are not the same. Because of this, the data cannot be compared. According to the results of the 76th phase of the National Sample Survey 2018, 48.8 per cent of the persons with disabilities are educated and only 62.9 per cent of those between the ages of 3 and 35 have ever written their names in a regular school. The report also said that very few of the disabled children can continue their studies and only 23.1 per cent reach high school.

There is a parallel existence of different types of schools for differently abled children, including regular schools, special schools and education at home. But less coordination between the ministry and the departments responsible for implementing the individual schemes creates more difficulties. The Right to Education (RTE) Act provides for admission to a neighbourhood school for differently abled children while there is an option of education at home for severely handicapped children. On the other hand, the RPWD Act recognizes the choice of differently abled children in the matter of admission to a neighbourhood school or special school. At the same time, it clearly defines the right to inclusive education. Lack of synergy between the RTE Act and the RPWD Act is an obstacle in the way of transforming inclusive education for children with disabilities into a reality.

What's more, the policy dialogue for inclusive education is primarily dependent on two ministries. While the Ministry of Social Justice and Empowerment is responsible for special education, the Ministry of Education manages inclusive education under different schemes that come under its purview, there is little coordination in the approach of the two. In addition, there is a lack of cooperation between the state governments and the central government along with the state level implementation of inclusive education.

While the Ministry of Social Justice and Empowerment is responsible for special education, the Ministry of Education manages inclusive education under different schemes that come under its purview, there is little coordination in the approach of the two. The New Education Policy has tried to remove this ambiguity by recognising all three models of education: neighbourhood schools, special schools and home education. But the provisions of home education are highly controversial and are against the basic spirit of the inclusive education envisaged under the RPWD Act as it supports the separation of differently abled children. Apart from this, the non-recognition of special schools by the Ministry of Education means that the quality of education in these schools is not controlled, i.e., the provisions of the New Education Policy will not be applicable in special schools. With the spread of low-cost un-helped private schools in the country, it is important to ensure that these schools are accessible to the differently abled child.

At the same time, legal provisions should be made to prevent discrimination. The RTE Act places differently abled children in the list of underprivileged students so that they are eligible for 25 per cent reservation in unreserved private schools. But this provision has not been implemented. Differently abled children are out of the list of disadvantaged children and are not able to get admission in schools. The Act also does not define barrier-free access for differently abled children, which further aggravates their distress. In India, the approach to inclusive education has over-focused access and admission, while the quality of education for differently abled children and the outcome of education have been ignored. The Annual State of Education Report (ASER), which is considered to assess studies in children, does not consider children with disabilities. This raises questions about the circumstances under which the inclusion is taking place.

Teachers often do not find themselves ready to teach children with disabilities. At the same time, they do not get full support and infrastructure for inclusive education. In such a situation, they find it difficult to respond to the different needs of the children who are studying. Due to this, the disabled children find themselves more isolated from the process of studying. A concern associated with this is the condition of teachers and their role. Also, teacher training for the education of differently abled children. Special teachers have been entrusted with the task of studying differently abled children in special schools. Teachers often do not find themselves ready to teach children with disabilities. At the same time, they do not get full support and infrastructure for inclusive education. In such a situation, they find it difficult to respond to the different needs of the children who are studying. Due to this, the disabled children find themselves more isolated from the process of studying.

Special teachers of the government work in difficult situations and are often burdened with tasks other than studies. The New Education Policy provides for training of special education as a second speciality for the common teachers. An important policy recommendation would be to recognise the importance of special educators in the entire academic scenario and their status should be at par with that of regular teachers. An important step in the new education policy should be the goal of greater coordination between the National Council for Teacher Education and the Rehabilitation Council of India to ensure that special educators and regular teachers have the skills to implement an inclusive classroom methodology. The provision of consultation with the National Institute under the Department of Empowerment of Persons with Disabilities for change in the curriculum is a step in the right direction. It is imperative to have the right data for goal-based policy interventions. For this, there should be an attempt to reduce the number of divyangs. It should use data collection systems such as the Washington Group/UNICEF module for the work of children.

The new education policy also recognizes the important role of teachers in identifying special disabilities. But it only includes disability in a particular kind of learning. The policy dialogue on inclusive education in India is generally confused about integration and inclusion. It stresses on questioning the existing traditions and integrating disabled children into the system instead of their evaluation. It is clear from the constant insistence on the quality of education for differently abled children and the neglect of the results of studies and the model of studies at home. Inclusive learning must be made like a system-based tradition and not a special service for children with disabilities. To do this, more budget allocation and inter-ministerial convergence are needed.

In addition, it is imperative to have the right data for goal-based policy interventions. For this, there should be an attempt to reduce the number of divyangs . It should use data collection systems such as the Washington Group/UNICEF module for the work of children. It is also important that the framework for the evaluation of the studies of differently abled children should be designed and their separation from the learning process should be addressed. It has been proved that the habit of inclusive education is beneficial for both differently abled and non-disabled children. This improves the quality of education offered. Therefore, along with the evaluation of existing traditions, greater harmony with partners should also be implemented so that the commitment to inclusive and quality education for all can be respected.

7) CONCLUSION

It gives an immense pleasure that the topic on Inclusive education has given a personal satisfaction at the first step. The inclusive education might become the regular schedule in the society since the numbers are in the incremental due to multiple medical, economic, political, and psychological situations prevailing in the world now. Look at the pandemic situation across the world, it has made the practices and thinking just the opposite one. The love, affection, sense of belongingness and mentality of supporting each other is growing enormously without and special set up or education. At last, the inclusive education takes the world forward with togetherness and equality in all respect.

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