

# Inclusive Education System in India

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## ABSTRACT

Inclusive Education refers that all the students study in the same schools in any age group, regular learning and are helped to gain education. Their contribution and participation in all parts are always appreciated by their guides.

Inclusive Education is also that how we make our environment where we go learn and get education, the classroom where we study, programs that we attend and activities we take part so that all the students can learn to live together without any dual thinking for the other group of students.

Inclusive Education provides the education for every student with few ability and disabilities to share their abilities and to work together by combining their regular needs in a way that is helpful and provides good result, accepting their natural disabilities, also to be respectful and supportive with everyone. Students, who participate in any program in that environment with the positive support to finish all the barriers and obstacles that may stop them from their rise.

Inclusive Education takes place in an environment where everyone is learning commonly, i.e. an education system where students from various different abilities come together to learn in an environment. Common learning environments are used for the group of students who study in the regular hours, including classroom, library, music, canteen, playground and the local community. A common learning environment is an environment where students with special needs come to learn.

Inclusive Education provides the chance for all the students to participate in an environment that is designed specially for every student and is shared with peers. It also provides a good climate, promotes belonging and ensuring the student's progress toward the personal, social, emotional and academic goals.

**Common Learning Environment:** Inclusive Education Environment is designed to provide good education to the students of every ability and with their social group in the common educational schools, and response to their needs, and use for the majority student's regular time.

## I. KEYWORDS

*Inclusive Education; Inclusive; Education; Common Learning Environment; Children with Special needs; Disabilities; Blind Education; Developmental Disabilities;*

## II. INTRODUCTION

**1. Inclusive Education:** Inclusive Education is a system that involves everyone, with non-disabilities as well as Disabilities under a roof learning together in a regular schooling.

This means that our system must include Disabled people and common education system that they should not have to involve in the system. This education system needs to know that it creates barriers for needy students, if the school is inaccessible. Disabled pupils and students may require adaptations and support to access the syllabus.

### For Example:

- a) A boy who is a wheelchair user. So that he can go to the debating society after school, the accessible minibus collects him at a later time.
- b) A girl who has dyslexia. So that she can study a book along with the class, the teacher asks her to listen to the audio books.
- c) A boy who is Deaf and communicates using sign languages. Provide him a separate lesson with a sign language teacher to communicate with the boy.

**2. What Inclusive Education is not:** Inclusive Education is not the Special schools and colleges only for Disabled students. This is called segregation.

Students in education without enough support for them is called integration. Disabled learners are dependent on the education system, but their needs are not met.

**3. Inclusive Practice:** It is the attitude and method that ensure all the students can access regular education. Everyone working here to make sure that all the learners feel valued, and get right support helping them to develop their talent. When the education system will truly be inclusive and common for all it will actually benefit for all the learners, and not only the Disabled learners.

**4. Importance of Inclusive Education:** This Education System is important because as Indians, we value diversity. This community starts from our home, where we learn to live together. We can expect for a plan to support teachers and students through good Inclusion practices like a good team work, an innovative instruction practices, native collaborations.

**5. History of Inclusive Education:** The rights for the children with physical disabilities to learn was the major issue for the community in the 1950s. That time, everyone thought that children with physical disabilities are not allowed to sit together with the normal students

in same class. The community also not noticed them at all. Parents of these children understand the potentials of their children to learn and started to respond by making their own schools. In 1955, a parent made an organization, which eventual grew into an Inclusion Environment. This made a new change in the community. After the constitution the government made the responsibility for funding schools who are working on the Inclusive Education.

### III. LITERATURE REVIEW

Inclusive Education is a new step toward educating the disabled students and learning difficulties under the same roof. It gathered all the students equally in one classroom, on their strength or weakness, and steps to maximize the abilities of all the students. It is the helpful ways to promote an inclusive society.

About Seventy percentage of Indian population lives in rural areas without any special schooling facility. Many students are facing problems such as poverty, gender, disability, and caste. Therefore, inclusive schools have to address the needs of the children and the central and state government should manage the classrooms for common education system for the seventy percentage on the population to get education at any age group.

**Concept of Inclusive Education:** This concept was taken at the “**World Conference on Special Needs Education: Access and Quality**”(Salamanca Statement, Spain 1994) and was started from the **World Education Forum (Dakar, Senegal 2000)**. This was to give priority to make education system common for children as a matter of policy. Idea of system of inclusion was further took ahead by the **United Nation’s Standard Rules on Equalization of Opportunities(UNSREO)** for Disabilities. Inclusive Education is known as the common education system which is for everyone and anytime, as needs of every student is increased with the reduction of the barriers in learning environment. It doesn’t means attending the age appropriate class in any local school, with individual support according to United Nations International Children’s Emergency Fund (**UNICEF 2007**).

Inclusive education is a system which work on the strength and the capacity of the learners. At the **Jometin World Conference (1990) in Thailand**, the target was the ‘Education for All’ which was started for every children, that they should learn from this education system which meets their needs. Inclusion system is an educational system that provides good sources to every needy child in the society who need to learn also gives various achievements for all learners. Including opportunity to take part in the social activities, arts, sports, music, competitive activities and school care and all the other curricular activities.

In India, **National Council of Educational Research and Training (NCERT)** worked together with **UNICEF** and started **Project Integrated Education for Disabled Children**

(**PIED**) in 1987, to increase the system of learning with disabilities in normal schools. The concept of common education system has been extended for all the students with disabilities also the students who extremely need of the education belonging to any backward community.

This broader understanding of curriculum has paved the way for developing the **National Curriculum Framework (NCF-2005)** that reiterates the including and retaining learners in school through a cultural activity that makes the value of children and enables every child to experience the confidence to learn. Background of this cultural programme is to make the step toward the rehabilitation of the situation of the needy. The government of India is evolved in this activity to ensure that every child is able to get the basic knowledge.

The Constitution of India has various policies on the special education system. One of the programme by the Government of India was **Integrated Education for Disabled Children (IEDC) scheme of 1974 (NCERT, 2011)**. The Kothari Commission (1966) was set to educate children with disabilities. In 1980s the ministry of Welfare and Govt. of India, came to know the need of an organization to control and started to work on disability rehabilitation. At the end of twentieth century 90% of Indian children into the age-group of 4-16 years having the problem of physical and mental disabilities were terminated from the normal schools. **The National Policy on Education, 1986 (NPE, 1986)**, and the **Programme of Action (1992)** took the responsibility to integrate the learners with special needs.

The Government of India started the **District Primary Education Project (DPEP) in 1994–95**. In 1997, the concept of common Education system was added in **District Primary Education Programme (DPEP)**. This programme worked specially on the rise of the abilities in the children with any type of disabilities, and became the largest programmes of the time in funding with 40,000 million rupees (4000 crore rupees). **Sarva Shiksha Abhiyan (SSA)** was started to reach the target of **Universalisation of Elementary Education (UEE) in 2001**.

It was getting very important those days to provide confidence to these students by sending them to the regular school where they can meet each other. A lot of efforts have been done internationally to involve these disabled children to the regular schooling. This method of common learning was the true inclusive education, we need to think that disabled learners with needs into a school will be a place to forget every duality in mind. Because these children some times face some sort of boundation in learning and participating in the classroom. As regular educational classroom includes different children with different abilities, there the students, teachers knows their value of accepting each student as a unique identity. In Common Education System, the teachers gives activities to include

all students in the class, even though their individual goals are different. We have to accept that inclusive education is the way to take together all students toward succeed together and learn to respect each other. Researches shows that most of the children can learn easily and can give better result in comparison of others.

The researches shows that the children can do better in academics, in inclusive settings. Inclusion provides opportunities to develop respect and relationships with everyone. Such as social skills, personal principles, comfort level with students with special needs, and makes a better classroom environment. The most important result of sitting together in a classroom under one roof is to make social bondings among different lingual and cultural groups of students. In inclusive educational system, low-achieving students can get supported when they fail to overcome the education system. Normal students are classmates with these disabled learners also experience rise in their socialism in them. A side effect on the parents was reported that they also feel good with the disabled because of their children's behavioural changes which make them polite and helpful. Disabled Students are also found to create long-lasting friendships that would not be possible, and the friendship provides skills to understand the needs and to be social when it is needed.

Challenges to implement common Education system in India was the large number of disabilities, their problem was also very complex, and the available resources were not according to their need. The way to achieve common education environment for any organisation is time taking work, and the challenges to rise this system in our country. India is a multi-lingual, multi-cultural, multi-religious country with a great diversity of the people from the different part of the country. India is also the world's second most populated country.

The main focus of inclusion was to bring support to the students. The purpose is more challenging for schools to manage students with various backgrounds and abilities. According to the **Census of India (Government of India, 2011)**, the number of disabled was 2.1% of the total population. UNICEF's Reported the **Status of Disability in India(2000)** counted about 30 million children facing few problems due to some kind of disability. 10% of world's population is facing disability, and 80% of disabilities belongs to the developing countries. The Government has certain policies on special education system.

Due to disability many students has to forcefully leave their schoolings. This leads to the dawn on their situation and take them back to the darkness of the life. There are challenges such as negative responses which also take them down from growing up, sometimes from the both teachers and parents. Another challenge is the fact were disabled children are terminated from equal access of

regular schoolings. Regular classes have another challenge for activities to start the common education system.

#### IV. METHODOLOGY

**Das, Kuyini and Desai (2013)** viewed the skills of some primary and secondary teachers in order to check their teaching skills to the students with disabilities in this education system. They came to know that about 70% of them had no experience of teaching the students with any type of disabilities. Also most of them didn't know about the services for disabilities. According to Sixth **All India Educational Survey (NCERT, 1998)** approx 10% of the school-aged children required this special education.

Learners with disabilities were often being teased and bullied by non-disabled classmates. A large population of learners with disabilities belongs to a family with a very income source, which is below the poverty level. Most of schools are not trained to design common education system for them. Most of the teacher's training programs don't have any unit on disability studies. Many schools in India are designed for the average class and non-disabled students.

Inclusion has become a challenge in educational environment with the circle of the non-disabled learners, but they still face many challenges which are surrounding them to pull them down. Inclusive education helps the disabled children to develop self-confidence in their work. We all are well known about Albert Einstein, that he was learning disabled but still he was one of the most intelligent on that era. Educating disabled learners with their non-disabled classmates is considered as the good way to provide education.

#### V. RESULT

The result of this paper is the complete working on the inclusive study where the learners with all the qualities can study together. The main issues arises sometimes with the disabled when it is needed to make communication with them. Visual communications are the better ways for everyone to study. This is the main challenge when it comes to the Blind. For Blind Education System the Braille Scripts are used for them to read or understand. But sometimes the situation comes when the co-ordination is required between the students and the teachers present. The main solution for the trainers is to provide the Braille Scripted Documents to the Blind Students and to explain the topic what ever is on paper.

#### VI. CONCLUSION

Outdoor games is also needed for the children's development at school. The target of multiple-perspective paper is to know that how teacher plays decision-making role for disabled learners with a needy economical background.

Data collection includes the observation of disabled and interviews with teachers. Data were analysed findings aligned to the

capabilities approach. School staff and developing group of children appeared that they are apart from the children with disabilities, and had a limited understanding of the their home and community play environment. School staff do not have any expectations from the learners which is a very great plot-hole of this community and on their learning capacities.

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