



## **Inclusive education in India: Opportunities and Challenges**

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### **Abstract**

Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. Inclusive education is about children with disabilities – whether the disability is mild or severe, hidden or obvious – participating in everyday activities, just like they would if their disability were not present. It's about building friendships, membership and having opportunities just like everyone else. Inclusive Education (IE) is another approach towards educating the children with incapacity and learning difficulties with that of ordinary ones inside a similar rooftop. It brings all students together in one classroom and group, paying little respect to their qualities or shortcomings in any region, and tries to boost the capability of all students. It is a standout amongst the best manners by which to advance an inclusive and tolerant society. Without an isolating them into the limits of extraordinary school, provisions can be made for a child with exceptional need who can likewise motivate chance to learn with different general students having equal quality and offices. Be that as it may, for making progress in inclusive education in India there lie a few hindrances and challenges. Many problems, for example, absence of accomplished educators, educational modules, assets, great infrastructural offices, mindfulness, uplifting disposition, plans, and strategies are making obstacles for broadening the idea of inclusive education in India. Among previously mentioned obstacles one of the major issues is to plan great, viable and skillful instructor who can lead and practice inclusive adequately. Along these lines it is important to investigate a few issues making obstacles in the field of inclusive education with exceptional reference to teacher preparation. The target of this paper is to call attention to the hindrances and expand challenges in the field of inclusive education in India with exceptional reference to teacher preparation.

**Keywords:** inclusive education, opportunity, challenges

### **Introduction**

Education is the key right of every youngster regardless of his/her caste, religion or unique need. All understudies, regardless of their sex, race, shading, ethnic or social starting point, genetic features, language, religion or conviction, political or some other conclusion, participation of a national minority, property, birth, incapacity the privilege to have parallel open door in education Inclusive education is a technique to make training universalized independent of any incapacity inside the student and to keep up value in the society. It stresses that children with uncommon need can be incorporated into general school system without any division and separation and to be considered similar to a necessary piece of the learning community, In this regard inclusion of such minimized students effectively in standard is the request in show situation and in this procedure part of teacher is vital. However Teacher Education in this 21st Century still request comprehensive practices as many children are not inspiring chance to get quality education because of their social, physical and scholarly inabilities which is turning into a snag to accomplish the principle objective of universalizing education Teacher need to create expected abilities to instruct such children effectively and comprehended ideas, procedures and additionally devices that can be used to achieve the objectives of consideration of children with extraordinary need. However such capabilities can legitimately be created amid the period of teacher preparation. Subsequently it is

extremely basic to investigate a few issues of inclusive education with reference to teacher preparation.

Inclusive education has been characterized at different ways that tends to the adapting needs of the diversely abled children. The endeavors of the Government of India in the course of the most recent five decades have been towards giving exhaustive scope of administrations towards education of children with inabilities. In 1974, the halfway supported plans for Integrated Education for Disabled Children (IEDC) was acquainted with furnish measure up to circumstances to children with handicaps in general schools and encourage their maintenance. The government activities in the region of inclusive education can be followed back to National Educational Policy, 1986, which prescribed, as an objective, 'to coordinate the incapacitated with the general group at all levels as equivalent accomplices, to set them up for ordinary development and to empower them to confront existence with bravery and certainty'.

The World Declaration on Education for All embraced in 1990 gave additionally lift to the different procedures effectively set in the country. The Rehabilitation Council of India Act 1992 started a preparation program for the advancement of experts to react to the necessities of students with handicaps. The National Policy for Persons with Disability, 2006, which endeavors to elucidate the system under which the state, common society and private part should work keeping in mind the end goal to guarantee a honorable

life for people with incapacity and support for their guardians. Latest headway is the Right of Children for Free and Compulsory Education (2009) which ensures appropriate to free and compulsory education to all children between ages six to fourteen. Keeping in see, Govt. of India had quickened the new plan of Inclusive Education to accomplish the objective of Education for All (EFA) by 2010. Consideration is a push to ensure that various student – those with incapacities, different languages and societies, distinctive homes and family lives, diverse premiums and methods for learning. Inclusive Education indicates that all children independent of their qualities and shortcomings will be a piece of the mainstream education. Plainly education policy in India has step by step expanded the concentration on children and grown-ups with extraordinary necessities, and that inclusive education in regular schools has turned into a primary policy objective.

In nearly every country, inclusive education has risen as a standout amongst the most the prevailing issues in the education. With the arrival of the Salamanca Statement in 1994 (UNESCO), an expansive number of developing countries began reformulating their approaches to advance the incorporation of students with inabilities into standard schools. The inquires about demonstrate that educators in inclusive settings team up progressively and invest more energy arranging, take in new procedures from each other, take an interest in more expert development activities, demonstrate a more prominent readiness to change, and utilize a more extensive scope of inventive methodologies to meet students 'needs' [2]. All school going children, regardless of whether they are handicapped or not, have the correct to education as they are the future subjects of the country. Today it is broadly acknowledged that inclusion maximizes the capability of by far most of students, guarantees their rights, and is the favored educational approach for the 21st century.

### Review of literature

The principle of inclusive education was embraced at the "World Conference on Special Needs Education: Access and Quality" [3] and was repeated at the World Education Forum [4]. The Statement requests governments to give the most astounding need to making education systems comprehensive and embrace the principle of comprehensive education as a matter of arrangement. The possibility of consideration is additionally upheld by the United Nation's Standard Rules on Equalization of Opportunities for Person with Disability Proclaiming Participation and correspondence for all. Inclusive Education (IE) is characterized as a procedure of tending to the different needs of all students by decreasing boundaries to, and inside the learning condition. It implies going to the age proper class of the tyke's neighborhood school, with exclusively customized help [5]. Inclusive education is a procedure of fortifying the limit of the education system to contact all learners. At the Jometin World Conference (1990) in Thailand, the objectives for 'Education for All' were set and it was announced that each individual (kid, youth and grown-up) should have the capacity to profit by educational opportunities which would meet their fundamental adapting needs. Incorporation is an educational approach and reasoning that gives all understudies more

prominent chances to scholarly and social achievement [6]. This incorporates chances to take an interest in the full scope of social, recreational, expressions, sports, music, day mind and afterschool mind, additional curricular, religious, and all other activities.

In India, National Council of Educational Research and Training (NCERT) held hands with UNICEF and propelled Project Integrated Education for Disabled Children (PIED) in the year 1987, to fortify the mix of students with incapacities into standard schools. As of late, the idea of inclusive education has been widened to include understudies with handicaps, as well as all students who might be hindered. This more extensive comprehension of educational modules has made ready for building up the National Curriculum Framework (NCF-2005) that repeats the significance of including and holding all kids in school through a program that reaffirms the estimation of every kid and empowers all children to encounter poise and the certainty to learn.

### Inclusive education programme

The government of India is unavoidably dedicated to guaranteeing the privilege of every child to basic education. The Government of India has made various arrangements around special education since the nation's autonomy in 1947. One of the most punctual formal activities embraced by the GOI was the Integrated Education for Disabled Children (IEDC) plan of 1974 (NCERT, 2011). The Kothari Commission (1966) which featured the significance of educating children with incapacities amid the post-freedom period [7]. In 1980s the then service of Welfare, Govt. of India, understood the critical need of a foundation to screen and control the HRD programmes in the field of handicap restoration. Till 1990s, 90% of India's evaluated 40 million youngsters in the age assemble four-sixteen years with physical and mental handicaps are being rejected from mainstream education. The National Policy on Education, 1986 (NPE, 1986), and the Program of Action (1992) stresses the requirement for incorporating kids with extraordinary necessities with different gatherings. The Government of India actualized the District Primary Education Project (DPEP) in 1994–95. In late 90s (i.e. in 1997) the rationality of inclusive education is included District Primary Education Programme (DPEP).

This programme laid exceptional accentuation on the coordination of children with mellow to direct handicaps, in accordance with world patterns, and ended up one of the GOI's biggest lead projects of the time as far as financing with 40,000 million rupees (roughly 740 million US dollars). Sarva Shiksha Abhiyan (SSA) was propelled to accomplish the objective of Universalization of Elementary Education in 2001, is one such activity. Three vital part of UEE are access, enrolment and maintenance of all children in 6-14 years old. A zero dismissal approach has been embraced under SSA, which guarantees that each Child with Special Needs (CWSN), independent of the kind, class and level of incapacity, is given important and quality education. National Curriculum Framework (NCF) 2005 has set out an unmistakable setting of inclusive education. In 2005, the Ministry of Human Resource Development executed a National Action Plan for the incorporation in education of youngsters and youth with

disabilities. Besides, IEDC was updated and named "Comprehensive Education of the Disabled at the Secondary Stage" (IEDSS) in 2009-10 to give help to the inclusive education of the disabled children at ninth and tenth classes. This conspires now subsumed under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013. It is imperative to incorporate these kids into consistent schools to help them mingled and assemble their certainty.

### **Need and importance of inclusive education**

There have been endeavors globally to incorporate kids with disabilities in the educational mainstream. Keeping in mind the end goal to accomplish genuinely inclusive education, we have to consider and fuse youngsters with unique needs into normal schools. Particularly, on the grounds that these children confront a type of obstructions to learning and cooperation in the classroom. As general education classrooms incorporate increasingly various understudies, instructors understand the benefit of tolerating every understudy as interesting. In viable inclusive programs, instructors adjust exercises to incorporate all understudies, despite the fact that their individual objectives might be extraordinary. We have discovered that inclusive education is a superior method to enable all understudies to succeed [8]. Looks into demonstrate that most understudies learn and perform better when presented to the extravagance of the general training educational modules. The developing collection of research has demonstrated that youngsters improve the situation scholastically when in inclusive settings and Inclusion provides chances to create connections.

A portion of the advantages include: kinships, social aptitudes, individual standards, comfort level with individuals who have uncommon needs, and minding classroom environments. The most imperative capacity of fellowships is to influence individuals to feel looked after, cherished, and safe. In an inclusive educational setting, low-accomplishing understudies can get additional assistance despite the fact that they didn't fit the bill for a specialized curriculum. Schoolmates of understudies with disabilities likewise encounter development in social comprehension; regularly can turn out to be more mindful of the requirements of others in inclusive classrooms. An intriguing symptom is that these guardians report that they likewise feel more good with individuals with extraordinary requirements due to their kids' encounters. Understudies with incapacities can make enduring kinships that would not be generally conceivable, and these kinships can give them the aptitudes to explore social connections later on in life.

### **Challenges to implement inclusive education in India**

In India the quantity of the incapacitated individuals is so expansive, their issues so unpredictable, accessible assets so rare and social demeanors so harming. The street to accomplishing inclusive education is a long and shifted one, on which challenges and opportunities will emerge. India is a multi-lingual, multi-social, multi-religious nation, and its kin are stratified along sharp financial and standing lines. With an expected 1,210 million individuals, India is the world's second most populated nation after China. It has 17 percent of the worldwide populace and 20 percent of the world's out-of-schoolchildren. The point of inclusion is to convey support to

the understudies.

The key reason has turned out to be all the more difficult as schools oblige understudies with progressively various foundations and capacities. As per official appraisals from the Census of India (Government of India, 2011), the quantity of individuals with incapacities in the nation is 26 million, or about 2.1% of the aggregate populace. Be that as it may, UNICEF's Report on the Status of Disability in India (2000) states that there are around 30 million youngsters in India experiencing some type of handicap. 10% of the total populace lives with an inability, and 80% of these individuals with incapacities live in developing countries. Yet, 75% of individuals with disabilities live in rustic zones in India. The Government has made various approaches around a specialized curriculum since the nation's freedom. There could be numerous difficulties for teaching youngsters with handicaps in general classrooms. These difficulties could radiate from shortage of sufficient human and material assets, negative states of mind of educators and group, non-handicapped associates and their folks. In spite of the fact that the Government of India has endeavored to make strategies that are inclusive for individuals with incapacities, their usage endeavors have not brought about an inclusive system of education.

Moreover, the quantity of understudies dropping out of school is getting higher, particularly in neediness stricken regions. Understudies are compelled to leave school because of their folks' poor financial condition, and to work to enable their folks to make closes meets. This prompts the developing number of kid workers, which thusly prompts physical and mental handicaps. There are specific difficulties around negative mentalities and conduct, with respect to the two educators and guardians, in connection to the capacity of impaired youngsters to learn. Another genuine test is the way that most crippled individuals are still barred from break even with access to standard instruction.

Huge class sizes show another test for the execution of inclusive education in the Indian setting. [9] Examined the present ability levels of regular primary and secondary school instructors in Delhi, India keeping in mind the end goal to show understudies with incapacities in inclusive education settings. They detailed that about 70% of the regular schoolteachers had neither gotten preparing in special education nor had any experience teaching students with incapacities. Further, 87% of the instructors did not approach bolster benefits in their classrooms. As indicated by Sixth All India Educational Survey (NCERT, 1998) about 20 million out of India's 200 million school-matured youngsters (6– 14 years) require exceptional needs education. While the national normal for net enrolment in school is more than 90 for each penny, fewer than five for every penny of youngsters with disabilities are in schools. Acknowledgment by peers gives a significantly more noteworthy test to youngsters with incapacities. Youngsters with incapacities are frequently a simple focus for being prodded and tormented by their non-incapacitated companions. A substantial number of youngsters with handicaps live in families with wage essentially underneath the destitution level. The vast majority of school faculty in India is not prepared to outline and actualize educational programs for understudies with incapacities in

regular schools. Most instructor preparing programs in India don't have a unit on incapacity examines <sup>[10]</sup>. The larger parts of schools in India are inadequately planned and few are prepared to meet the one of kind needs of understudies with inabilities. It is likewise important that there are challenges around securing and resourcing for assistive gadgets. In spite of different endeavors for inclusive education in India, around 94% of kids with inabilities didn't get any educational services.

Far beyond some of these challenges that India imparts to different developing countries are some unmistakable highlights that will make the execution of educational change especially troublesome. The dedication of the Government of India to Universalization of Elementary Education (UEE) can't be completely accomplished without dealing with unique educational needs of the physically and rationally challenged children. Inclusion is turning into a cant and doing the rounds in education circles however there are still considerable measures of webs encompassing it.

### **Few measures for implementing inclusive education**

Inclusive education helps the disabled child to develop a sense of pride in their work because they actually fill like they accomplished something. We know that Albert Einstein was learning disabled but still managed to become the greatest mind of the 20th 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 <sup>[11]</sup>. The Government of India needs to bridge the gaps in their education system to build a strong system of inclusive education in the country. So, there are following measures for better implementation of Inclusive Education in India.

1. The school has the primary responsibility for helping children learn alongside their typically developing peers. An inclusive school must enable education structures, systems and methodologies to meet the needs of all children, particularly those who face the greatest barriers to achieving their right to education.
2. Parents have a right to be involved in all decision-making concerning their child. They should be seen as partners in the education process. Where there is such co-operation, parents have been found to be very important resources for the teachers and the schools.
3. Bringing special children into mainstream requires adjustments that schools need to make in advance. Transport facilities should be altered, so that these children can move around with relative ease. Architecturally, there should be ramps and wheelchair access constructed in service areas such as toilets.
4. Student-oriented components, such as medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance and stipend for girls, support services, assistive devices, boarding the lodging facility, therapeutic services, teaching learning materials, etc should provide according to need of the students.
5. Differently abled children should be treated equally as the normal children and instead of looking them in sympathy their talents and abilities should be recognised for their self-respect and welfare of the society.

6. Necessary school supplies such as audio learning or textbooks in Braille should be made available. Suitable modification to examination system may be required, so as to eliminate pure mathematical and logical assessments.
7. Teachers' 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.
8. 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.
9. 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.
10. The preparation of teachers for rural special education programmes should be planned differently, as the aim of these programmes would be to integrate disabled persons in their own environment and community.
11. As a system, inclusive education should be flexible. Its flexibility must be reflected in the methods and materials used to give these children the widest possible access to the regular curriculum.
12. A school-based support team should develop strategies for the whole school to meet the needs of learners with special educational needs. This team should also be a resource for teachers experiencing problems in their classrooms.
13. Families with children without disabilities should develop relationships with families with children with disabilities and be able to make a contribution.
14. 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.
15. The reform of the curriculum should be made in parallel with a proper training for teachers regarding their knowledge of inclusion and its principles. The curriculum for each of the above programmes should be carefully developed by an expert group which includes practicing special teachers.
16. In-service training programmes of two to three weeks' duration for general educators and special educators in all the disabilities and in specific areas of disability should arrange to effectively teach children with disabilities.
17. 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.
18. Periodic evaluation of the training programmes and constant updating to meet the challenges of changing trends in special education should be part of the planning of teacher preparation.

## Conclusion

A good inclusive education is one that permits all the students to take part in all parts of classroom equally or near equivalent. To meet the challenges, the association and participation of educators, parents, and group pioneers is essential for the formation of better and more inclusive schools. The Government of India is endeavoring to enhance its education system concentrating on the inclusive approach. The challenges can be overwhelmed by bringing issues to light of human rights in groups and publicizing positive cases of handicapped kids and grown-ups prevailing in inclusive education and in life past school thus. We have to build up an inclusive design of figuring out how to make the training blissful for all children with the goal that the education for them is inviting, student agreeable and gainful and they feel as a piece of it not separated from it. Hence, Inclusion emerged as a decent answer for the subject of how to teach these kids all the more adequately. Right to Education Act 2009 guarantees training to all youngsters independent of their station, religion, capacity, et cetera. It is fundamental to assemble an inclusive society through an inclusive approach. In doing as such, we have tested familiar ways of thinking and built up another arrangement of center suppositions. Incorporation is in excess of a technique for teaching understudies with handicaps. It focuses on that every tyke, paying little respect to the force and seriousness of his or her handicaps, is an esteemed part of society and is equipped for taking an interest in that society. Despite the fact that there lie a few deterrents and challenges related to instructor arrangement to advance inclusive education it isn't difficult to achieve accomplishment in inclusive education in nation through effective teacher planning systems. To make inclusion appropriate educator arrangement for inclusive education must be made necessary in all instructor education programmes independent of rudimentary or secondary level. Advance quality assets, resources and offices must be provided to every teacher education organization to make inclusive education programme successful.

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