



## Creating an inclusivity in education-the real challenge of nep 2020 in Swaraj India

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<p>Received on: 27 Mar 2023 Revised on: 02 Apr 2023 Accepted on: 23 Apr 2023</p> <p><i>Keywords:</i> Inclusivity, Education, Swaraj India, Challenge, Realization, Implementation.</p>	<p>In India, children with special needs are not placed under the Ministry of Human Resource Development, setting it apart from most countries. Instead, rehabilitation takes precedence over education, which falls under the Ministry of Social Justice and Empowerment. Consequently, the responsibility of educating children with disabilities remains with families and NGOs, often concealed from public view. Regrettably, formal education is not explicitly outlined as an objective. This segregative approach is morally unjust and infringes upon the rights of these children, especially since around 36 million of them lack viable alternatives. Rural Indians, constituting 78% of the population, lack access to special education. Governments must impart inclusive classroom training to educators to bridge the gap. Inclusive education aims to integrate all students, fostering acceptance and tolerance. Advocates emphasize integrating special needs children into regular classes rather than isolating them. True equality is attained when equal opportunities, especially in education, prevail. However, implementing inclusive education in India faces multiple obstacles. Overcoming these hurdles is crucial for its successful realization.</p>

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### INTRODUCTION

The term "inclusive education" refers to the integration of children with disabilities into age-appropriate conventional educational settings along with typically developing peers. It entails adjusting to the requirements of all children in normal classrooms and schools while also valuing and appreciating differences. A fundamental principle that applies to all pupils is inclusive education. All kids can learn and fit into the social and educational norms of society. It is promoted as a way to get rid of barriers, enhance results, and do away with discrimination. Services for students with special needs are offered, along with the additional aids and support systems that are required for both students and teachers. It

entails providing a free, high-quality public education to all kids, regardless of whether they have disabilities, in a setting that is both the least restrictive and most productive. It is acknowledged that every child can receive the best education possible at a public school. The Indian government has made numerous efforts throughout the years to provide children with impairments with educational opportunities. In 1974, IEDC was established with that goal in mind. To prepare children with disabilities for normal growth and to provide them the tools they need to confront life with courage and confidence, NPE 1986 proposed inclusive education. To guarantee a life of dignity for people with disabilities and assistance for their careers, civil society, and the business sector must function, according to the National Policy for Persons with Disabilities (2006). Children's Right to Free and Compulsory Education The year 2009 mentions the right to free and required education for children aged six to fourteen. Every kid with a handicap has a right to free education up to the age of 18 thanks to the PWD Act (2016). India's educational policies have increasingly given special needs children and adults more attention. All children who attend school, regardless of whether they have a disability, have a right to an education because they will eventually become citizens of the nation.

### **INCLUSIVE EDUCATION**

"Inclusive Education" is defined by Lore man and Deppeler as the full inclusion of kids with different abilities in all aspects of schooling that other kids can access and value. The term "inclusion" refers to a mindset or dedication that acknowledges differences and accepts that all students may receive the best education possible in a common school. Additionally, school systems must develop pedagogical skills that support all students' learning in classrooms, as well as improve the ability of instructors to manage a diversity of student bodies. An inclusive school is one where everyone feels included, accepted, and supported in mainstreaming by their peers and other students. Since everyone is included in mainstream education, integration and mainstreaming are no longer required after inclusive education is completed.[1]

### **NEED FOR INCLUSIVE EDUCATION**

The major objective of inclusive education is to enable impaired children to develop their self-confidence and recognize that they have a unique role to play in society. It serves as their best chance of surviving on this planet. The more impaired children engage with typically developing kids and adults, the more at ease they feel. By isolating them from society and making fun of them, they come to believe that they are powerless to change the world, which demotivates them from accomplishing anything. All youngsters experience a sense of connection to their community and prepare themselves to become members of it in an inclusive atmosphere. Better learning chances are offered by it. Children with a variety of skills are frequently more motivated to learn in classrooms with other kids their age. It's also important to encourage children to develop their strengths and talents in a supportive environment because they have higher aspirations. A school cultivates a culture of belonging and respect for parents, encouraging their involvement in their children's education. When teachers modify lessons to accommodate the various requirements of every student, inclusive education is more effective. Therefore, inclusive education is a superior approach that aids in the success of all pupils. The majority of studies demonstrate that children learn and perform better in general education classrooms. All children are given higher-quality education through the inclusive program, which contributes to a decrease in discriminating attitudes. Children's respect and understanding develop when children with different abilities play, interact and learn together. Children with disabilities are educated separately, which helps to sustain prejudice towards disadvantaged populations. Therefore, inclusive education improves communal life and civic engagement. From their analysis of the literature, Pijl, Nakken, and Mand (2003) concluded that there is no evidence that inclusive education harms the academic performance. Some studies have even found that there are students without SEN found beneficial impacts. According to the NCF 2005, the curriculum should be adaptable and suitable for a wide range of schoolchildren, including those who have disabilities in both cognitive and non-cognitive domains. Assistance living is accessible to people with disabilities, and the 1995 Persons with Disabilities Act guarantees

their equality. a significant shift in policy following 1992. The national, state, and municipal governments are mandated by Article 26 (a) Act to offer free education in a suitable setting to Until the age of 18 years old, all children with disabilities. This article explains 26 (b) Act directs the relevant local and governmental entities to support student integration in regular schools. Numerous studies have demonstrated that by integrating special needs pupils, the usual students grow to care more about them. "All children gain social, communication, and problem-solving skills, as well as the capacity to get along with people in varied cultures, when kids with severe impairments are integrated into the regular classroom".[4]

### **CHARACTERISTICS OF INCLUSIVE EDUCATION**

- Entails treating each pupil with respect. Students are taught to appreciate and value each individual through inclusive education.
  - Improves student participation and decreases their separation from the communities, cultures, and curricula of nearby colleges and universities.
  - Recognises students' entitlement to receive an education in their community. Every student has the right to an education, and inclusive education ensures that all children, including those with disabilities or special needs, have full access to general education without any barriers.
  - Lowers learning obstacles and promotes the inclusion of all kids with special education requirements. It provides all students, regardless of handicap, with an equal opportunity to participate in all co-curricular activities with other students.
  - Process of overcoming barriers to increase access and participation of all students irrespective of their disabilities, backgrounds, cultures, etc.
  - Highlights the part that schools play in fostering community growth. It strengthens ties between schools and the community.
  - Offers impaired people the least restrictive setting possible so they can grow up like regular kids.
- Giving disabled people who have not previously had equal access to education and development chances, aids in achieving the aims of universalizing basic education

### **INCLUSIVE EDUCATION IN INDIA**

In India, special education has existed for a long time. A deaf school was established in Bombay in 1883. In 1887, Amritsar opened its first school for the blind. India's Constitution of 1949 explicitly states that everyone has the right to equal opportunity. In 1974, special education students were placed in regular classrooms for the first time. The programme gives impaired students the chance to receive an education in a regular classroom to facilitate their integration and eventual retention in the regular school system. Its implementation involves participation from the education departments of the State Government, Union Territories, and NGOs. There has long been a distinct system in existence in India for special education. Bombay established its first deaf school in 1883. The first blind school in Amritsar began operations in 1887. The right to equality and opportunity was explicitly stated in the Indian Constitution of 1949. The practice of placing special needs pupils in regular classrooms started to gain popularity in 1974. The programme gives impaired kids the chance to receive an education in a regular classroom to facilitate their integration and eventual retention in the regular school system. Its implementation involves participation from the education departments of the State Government, Union Territories, and NGOs. The success of inclusive education depended heavily on specialists from the aforementioned fields. The Right to Free and Compulsory Education Act of 2009 states that every child has a constitutionally guaranteed right to a full-time basic education of acceptable and equal quality in a formal school. It contains a provision that enables a child who was turned away to enroll in a class appropriate for their age. All children between the ages of 6 and 14 have a right to free and compulsory education, including those who have disabilities, according to SarvaShikshaAbhijan 2002. NPE 1986 and POA 1992 both discuss the importance of "integrating children with physical and mental disabilities with the general community as equal partners to prepare them for normal growth and to enable them to approach life with courage and

confidence." People Disabled individuals may have difficulties participating fully in society due to various factors, such as physical, mental, intellectual, and sensory disabilities, are considered to have disabilities, according to UNCRDP. For crimes against people with impairments, there are established penalties. It not only protects the Divyang people's rights but also provides a useful method to ensure their empowerment and full social inclusion. Founded in 1987 by NCERT and UNICEF, it is dedicated to increasing accessibility to regular education for disabled children. Frameworks for teaching and learning (NCF 2005) has placed a strong emphasis on bringing all children into the classroom and keeping them there through a curriculum that recognises their value as individuals and gives them the confidence to learn.[2][6]

### **PROSPECTS OF INCLUSIVE EDUCATION**

Education inclusive of all learners, regardless of handicap, ensures equity and equality in society. Regular schools can accommodate special needs students without separating them or separating them from the general population. Children, adolescents, and adults with disabilities should have access to inclusive education that also meets their learning needs, with a specific emphasis on those at risk of marginalisation and exclusion. Increasingly more books, policy papers, seminars, and other events are supporting inclusion. There are, however, many those who doubt that a regular classroom can provide a high-quality education for children with disabilities. The Flagship program is primarily focused on inclusion. The Flagship program recognizes the right to education and brings together all EFA partners to achieve this goal by ensuring high-quality education for all children, adolescents, and adults with disabilities. As part of the Flagship, several groups have come together to form a coalition, including international development agencies, intergovernmental agencies, disability advocacy groups, special education specialists, and other groups dedicated to the advancement of disabled people. To achieve this, all parties must fully incorporate the perspectives of people with disabilities and their families into the planning of all Flagship initiatives. Promote full participation of people with disabilities and their families in developing

policies and guidelines for people with disabilities on a local, national, regional and international level. Promote equal access to education for people with disabilities among government representatives, financial institutions, and nongovernmental organizations. If possible, special teacher assistance should be provided to teachers in ordinary classrooms. The responsibility of educators – including parents, teachers, and teacher educators – is therefore to support the implementation of inclusive education as a programme and an ideology. Students are valued for their unique potential, which is emphasized in this philosophy. This ideology bases itself on human rights principles.

### **PROCESS OF INCLUSIVE EDUCATION**

**The four processes are:**

1. Standardization - Normalization is the process of establishing a typical social setting for gifted children and young people to absorb the subject matter as thoroughly as possible.
2. Institutionless education - Institutionless education is a process in which more and more gifted boys and girls remove the barriers that prevent them from receiving education outside of residential schools and provide them the chance to do so.
3. The mainstream of education - The mainstream of education is the method through which brilliant kids are integrated into the regular classroom environment alongside regular kids.
4. Inclusion - The antithesis of coordinated separation, inclusion is the technique that places gifted children in the general education classroom for their education. A certain social group is designated as separate, and over time, the social and interpersonal distance between that group and the rest of society grows. This process is known as separation.

### **BENEFITS OF INCLUSIVE EDUCATION**

Several studies suggest that disabled children achieve higher academically than their peers who do not have disabilities examined whether students with impairments performed better

socially in classes with general education students.

#### **a) Learning Enhancement:-**

Teachers were able to use teaching methods and materials to their preferences through the inclusive education programme. Learning is now more engaging and accessible for all students using multimedia tools such as videos, audio, kinesthetics, and audio learning instead of traditional methods. There are numerous research studies that demonstrate that students with disabilities perform well in general education classes. A thorough investigation of the impact of inclusion on the academic performance of pupils without SEN was conducted by Dyson and others in 2004. They discovered no connection between achievement and the Local Educational Authority's inclusivity at the regional level. At the school level, a negligible effect happens as: on average, student achievement was lower in schools with higher levels of inclusion. The program has shown positive results for both students with high-incidence impairments (learning difficulties and other mild disabilities) as well as those with low-incidence impairments (intellectual, numerous, and severe disabilities). Xuan Bui, Carol Quirk, Selene Almazan, Michelle Valenti, and the students at Martin Luther King, Jr., College in 2010 looked at how much time was allocated for instruction, what time was spent delivering instruction, and how much time children spent engaging in the learning process. Three dimensions were not different between classrooms with and without children with severe disabilities. The book was published as a hard cover by the Salisbury, Rainforth, Palombaro, and Hollywood press in 1995.

#### **b) Improved understanding of oneself:-**

Attending lessons that show similarities and contrasts between individuals in a neighbourhood makes children more aware of their own culture and other kids'. Both their own and other cultures are appreciated and respected. In Odom and Bailey's 2001 article, children are given a greater understanding of their diverse peers and a positive attitude toward them. Cross-cultural fluency is developed when children are exposed to many cultures.

#### **c) Increased Pro-Social Behavior:-**

There is a correlation between the absence of some disruptive conduct and spending more time in general education classes with kids with disabilities. Children in inclusive educational environments exhibit more "pro-social" conduct, according to numerous research. The ability to engage peers with varying capacities can be learned from typical peers. This results in more peer contact and engagement between peers with different capacities. Kids can learn to modify their communication without instructor guidance when they interact with classmates who communicate differently than they do. Diamond and Hong (2010) found that children who are typically developing will make more fair and equitable decisions about engaging children with disabilities in play. As a result, these positive actions promote a sense of camaraderie and enhance the learning environment inside and outside the classroom.

#### **d) Enhancing and expanding friendships:-**

For kids to acquire social skills and form friendships, schools are crucial. Children of different talents and cultures learn and play together, which fosters respect and understanding. Despite obvious and perceived differences, friendships develop based on shared experiences and satisfaction. In children who perceive an impairment as a disability, he or she will be more likely to accept that child than if the child perceives the impairment as an impairment. In their 2000 review, Burnstein, Sears, Wilcoxon, Cabella, and Spagna provide a summary of most of the findings. Multiple researchers have found that teenagers who have different traits seek and maintain friendships with their average peers.

#### **e) An encouraging classroom environment:-**

With sufficient teacher assistance, a peer-support approach with peers serving as tutors creates a better-managed classroom where all kids may succeed. In an inclusive learning environment, normal peers who have a solid understanding of the subject matter frequently help classmates with academic work and often transition into tutoring roles. Children that do this are also more likely to exhibit higher levels of self-worth, self-assurance, independence, and leadership abilities (Katz and Chard, 2000). These pupils genuinely approach their coursework and school in general with more excitement, which has long-term

advantages for them Mastropieri, Figgins, and Bergatie (1998).

### **f) Skills development for leaders:**

Students who are taught in an inclusive setting develop empathy and learn to assume responsibility for others. They occasionally encounter instances where they must speak up to defend their disabled peers, which helps them develop diverse leadership skills. All kids should be given the chance by their teachers to explore their various skills. Although disadvantaged students fall short in some areas, they also perform exceptionally well in other ones.

### **BARRIERS TO INCLUSIVE EDUCATION**

A bad attitude might undermine the inclusion process if teachers and parents do not play a role in ensuring its success. Orientation programs and lectures are essential for teachers. Additionally, parents need to be informed. Labels are usually applied to children by teachers, despite the fact that labels are detrimental to both personal development and inclusivity. Bad things happen to children with special needs when they feel inferior. Special educators need to be hired. Successful inclusion is hampered by a teacher's lack of accountability. The main risk to the implementation of inclusion is inadequate money.[7] Continuous professional progress may be hampered by this. Different types of disabilities can affect children with special needs. Teachers should appreciate the differences and design lesson plans with each student's uniqueness in mind. For inclusion to be effective, personnel and school must be closely incorporated. The implementation of inclusive policies is hampered by policymakers that have a poor understanding of or contradictory

viewpoints on inclusive education. Students with disabilities are impacted by it. True inclusion will result from this issue's elimination. A significant obstacle to the successful implementation of inclusive education is transportation and infrastructure. The school is required to set up transportation options that allow for barrier-free access to the building.

### **CONCLUSION**

The promotion of inclusive education is hampered by several systemic barriers and difficulties. Through effective techniques and other methods, There are some problems and challenges we must address in order for inclusive education to succeed for the entire country. It is essential that all education programmes ensure that teachers are adequately prepared, that disabilities are acknowledged, that unique students are retained, etc. It is essential that each school has access to high-quality resources, instructors, and facilities in order to ensure the success of the inclusive education program.

A successful education system can shape and develop teachers' attitudes towards inclusive education. A number of conditions must be met, such as reorganizing curricula, additional support from support teachers, more time for planning educational activities, fewer students per class, opportunities for collaboration between teachers and students, and assisting teachers with developing educational activities. The revision of the curriculum should provide teachers with appropriate instruction on inclusion. The creation of a system that can accommodate a student's needs, characteristics, and differences, despite the fact that changes and reforms are difficult, is crucial for the future of education.

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