

## Reflection on current status of inclusive education in India

Tanu Sharma

Research Scholar, Department of Education,  
Panjab University, Chandigarh, India  
Email id: tanusharma5284@yahoo.in

**Abstract:** All learners have a right to education regardless of their individual characteristics or difficulties. India being a developing country has limited resources and vast population. For quality education in India with limited resources, inclusion of all persons with individual differences under one roof is necessary as inclusive education is based on belief that the education is a basic human right. The present study discusses the status of disabled education, infrastructure and different policies regarding disables' education in India. The paper adopts a chronological approach, tracing the development of this concept and attempts to seek answers to the questions such as who is included, into what they are included and where they are after inclusion, why the goal of full inclusion not achieved yet. Result showed that only 61.2% disabled population between ages 5-19 are getting education and out of total enrolment of students from first to fifth grade aggregated 1.18% and sixth to eight grade 1.13% students in schools are the children with special need. Maximum population of disables live in rural Area. All Disabled students do not have access to school. Based on reflections gathered from the literature, it is noted that the infrastructure, societal attitude, inflexible education system are obstructs in the way of inclusion.

**Key Words:** Children with special need (CWSN), Inclusive education, educational status, Government initiatives.

### 1. INTRODUCTION:

Every child is unique and different. They have different abilities; learn in different ways and at different paces. All learners have a right to education regardless of their individual characteristics or difficulties. A child's academic potential can be developed along with her/his social, emotional and physical potential, as they are interdependent aspects of a child's development. For social and emotional development, inclusive; learning-friendly and barrier-free environment is necessary in every school and community throughout the world. Moreover, Researches showed that the process of mainstreaming children with special needs has a positive impact on both social and academic learning for both type of children with and without special needs [1]. Inclusion has the potential to facilitate relationships that prove to be mutually beneficial and integral, which also allows the development of awareness of equality and diversity. India is a developing country and resources are not enough. Inclusive education is the best way in terms of less resources and more gain but societal obstruct is there in progress of inclusive education as Boer, Pijl and Minnaert(2010) examined the attitudes of teachers towards inclusive education and found that the majority of teachers hold neutral or negative attitudes towards the inclusion of pupils with special needs in regular primary education and training, experience with inclusive education and pupils' type of disability has clear relation with teachers' attitudes[2]. Bindal and Sharma (2010) stated that presently, Indian schools lack some of important features of inclusion such as feeling of being accepted and valued, more teachers in rural areas, flexible school environment, and teacher training according to inclusive education [3]. Singal (2005) reviewed the literature in the field of inclusive education in the Indian context and found that field of inclusive education is focused on a narrow and limiting perspective [4]. It is therefore argued that inclusive education must be regarded as an approach encompassing the broader education system. According to UNICEF (2003), Central and State Governments have taken a number of initiatives to improve the enrolment, retention and achievement of children with disabilities but most services for children with disabilities are concentrated in big cities. There is an absence of consistent data on the magnitude and educational status of children with disabilities. The number of skilled and trained personnel for supporting inclusive practices is not adequate to meet the needs of different types of disability [5]. Based on literature on inclusive education and present educational status of disables, reframing inclusive education in India is necessary. With universal pace, India needs to remove obstacles on the way of inclusion. This paper reflects on policies and work done by government in area of inclusive education, present status of facilities provided for disable education and gives some recommendations according to gap felt during review of related literature.

### 2. OBJECTIVES:

The objectives include:

- To study the status of Inclusive education in India
- To review the current status of facilities provided in schools of India for Children with special needs (CWSN)

- To review the initiatives taken by Government of India for inclusive education.

### **3. METHODOLOGY:**

The study is based on secondary data and review of literature. The required data is collected from reports of various government ministries and agencies like the Ministry of Human Resource Development (MHRD), Census Survey of India, UDISE, etc. The study focuses on the present population of disables with different kind of disability. It also focuses educational status of disables in India and trends in facilities provided in schools in all states of India. The data covers census 2011 and data from 2012-13 to 2015-16(UDISE).

In addition, the study aimed to review disabled education in context of inclusive education. It covers history of inclusion in India and worldwide, different policies on it, various organisations working for it followed by some recommendation for achieving goal of total inclusive education.

### **4. CONCEPT OF DISABILITY:**

All children differ from one another to varying degrees in one way or another. Children who are differently abled in their learning and behaviour deviate significantly from the normal curve. They may show differences in the physical, intellectual, communicative, social or emotional spheres, or in various combinations of these. From the establishment of society, 'disability', 'impairment' and 'handicap' words have been used interchangeably for differently abled, but these terms have different meanings and describe different concepts [6].

According to District Primary Education Programme [DPEP](2001), learner with special educational needs is defined as a child with disability, namely, visual, hearing, locomotor, and intellectual [7].

The SSA Framework covers children with Special Needs (SN) under the section on Special Focus Groups and separates children with disabilities from other groups like girls, Scheduled Castes (SC), Scheduled Tribes (ST), and urban deprived children. If a child has disability, it may occur with many other problems which are called comorbidity. Karande, Satam, Kulkarni, Sholapurwala, Chitre, & Shah documented the clinical profile and academic history of children with specific learning disability and found that they are facing academic problems as difficulties in writing (96%), inattentiveness (96%), and difficulties in mathematics (74%), hyperactivity (68%) and difficulties in reading (60%). They found that all the children in their study had poor academic performance and about 40% of the sample had developed aggressive or withdrawn behaviour [8]. Karande and Bhosrekar evaluated the impact of co-occurring attention deficit hyperactivity disorder (ADHD) on the health-related quality of life of children with newly diagnosed specific learning disability and found that Co-occurring ADHD adversely impacts the health-related quality of life of children with newly diagnosed specific learning disability especially in domains related to their psychosocial functioning especially self-esteem and overall psychosocial functioning [9]. One disability or disorder co-occurs with many other problem or illness. While handling such students, teachers and policy makers ignore it which may have harmful effect on child in long run.

### **5. EVOLUTION OF INCLUSIVE EDUCATION:**

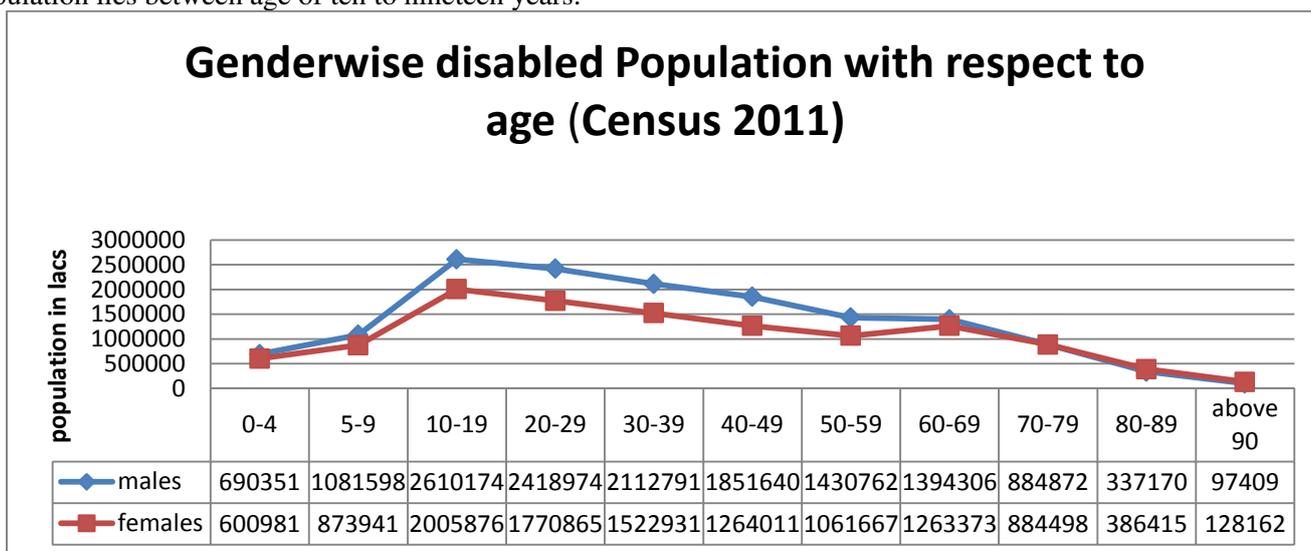
Before 18<sup>th</sup> century, persons with disabilities were not taken in consideration and were often mistaken as being possessed by evil powers, cursed or simply stupid that had aggravated isolation of persons with disabilities. Ignorance, neglect, superstition and fear like social factors subjected people with disabilities to mental and/or physical pain as a means of exorcising the spirits. Disabilities were taken as an outcome of witchcraft, juju, sex-linked factors and supernatural forces. Change in attitude came after Emile, a book about the education of children by Rousseau (1712-1778). The main idea of teaching children in their own pace and abilities in book, set the ground for disables. Catholic Church started accepting those with disabilities as members of state. But, there was no provision for education. An era for special education started with work of many scholars like, Valentin Haüy, who opened a school for blind in Paris in 1784 and the incredible work of Louis Braille, Friedrich Moritz Hill (1805–74) who developed an oral method of instruction for teaching deaf. Jean-Marc-Gaspard Itard (1775–1838) trained a child known as the Wild Boy of Aveyron. With the work of theorists like Edouard Seguin (1812–80) and Maria Montessori(1870-1952), Edouard O. Seguin (1812–1880), some seeds for special education were sprout. But a total change came with "Brown versus Board of Education of Topeka (1954)", where United States' Supreme Court declared that state laws establishing separate public schools for black and white students are unconstitutional. This decision referred to racial segregation began to influence people's thinking about disables. The 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) ensured teaching for students with special needs in the least restrictive environment of general classroom with general education curricula, assessment practices and classrooms where special and general education teachers together work for the benefit of each and every student.

In 2002, The "No Child Left Behind Act" legislation strengthens the philosophy that the majority of students with special needs should be moved out of segregated classrooms and given the appropriate strategies, accommodations and teaching styles to match their unique learning styles. In this way, educational system shifted from segregation to inclusion. In inclusion, disabled students are taught in mainstream educational settings alongside

with their nondisabled peers. Now, it is an obligation on the part of school for removing all barriers to the full participation of every student. In this practice, uniqueness of each individual is equally valued. It works on concept of “education for all”. According to UNESCO (2003), “Inclusive education means that schools should accommodate all students regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted students, street and working students, students from remote or nomadic populations, students from linguistics, ethnic or cultural minorities and students from other disadvantaged or marginalised areas or groups”[10].

**6. DISABLED POPULATION IN INDIA:**

It is extremely difficult to obtain accurate figures on the number of individuals who are exceptional due to inappropriate diagnostic tools; unavailability of tools; definitional problems; changing diagnoses; the presence of multiple disabilities; survey problems and sampling errors. Census 2001 has revealed that over 21 million people in India are suffering from one or the other kind of disability. Male disabled population is more than female disabled population. According to census 2011, population of new born up to nine years of disables is 3246871 and maximum population lies between age of ten to nineteen years.

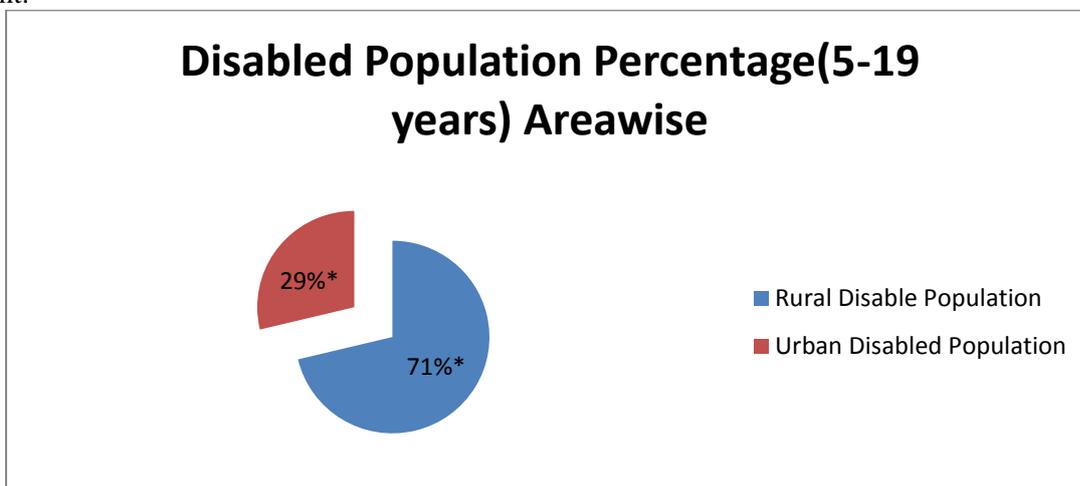


Graph 1. Source: Census survey report (2011), Government of India.

This is equivalent to 2.1% of the population. Among the total disabled in the country, 12.6 million are males and 9.3 million are females. Population of disabled aged 5-19 is 6572999. Percentage of population with different disabilities is given below.

Total disabled population	In-Seeing	In-Hearing	In-Speech	In-Movement	Mental retardation	mental illness	Any other	Multiple disability
6572999	17.24	19.46	9.91	14.12	8.30	1.94	19.89	9.13

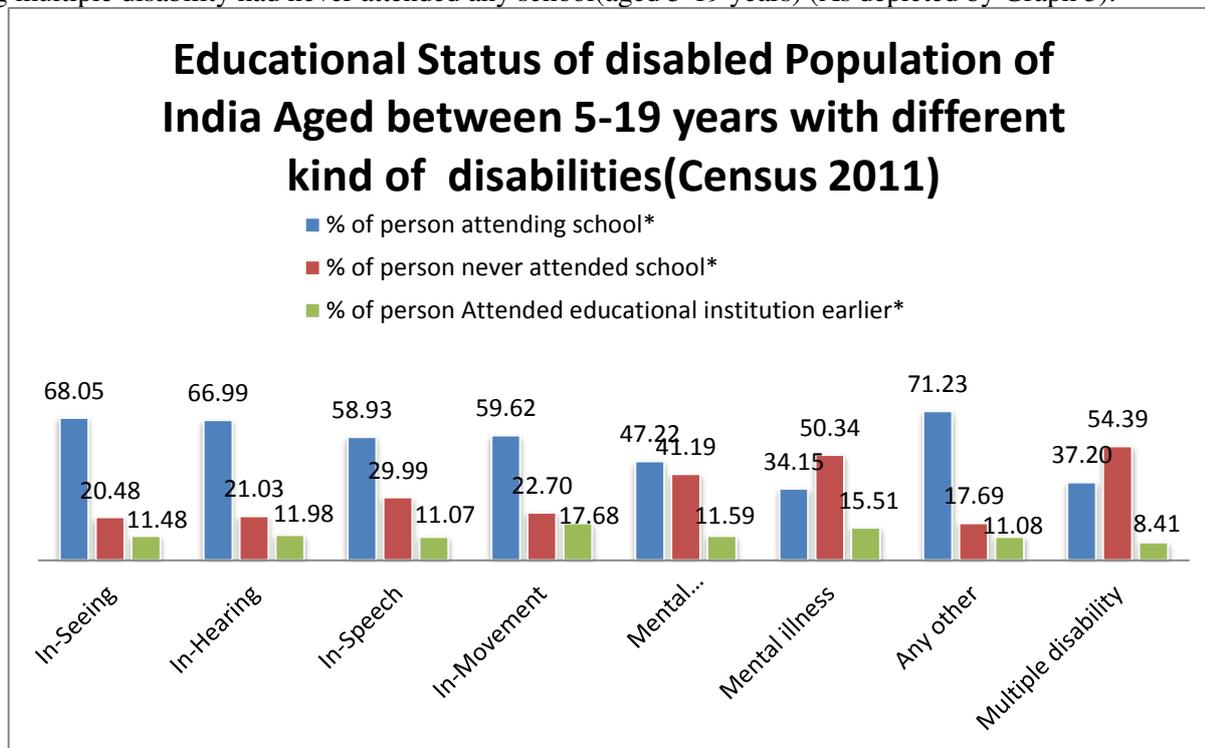
Maximum share of population lives in rural area (As depicted in graph 2) which gives a base that policies on disabilities should be made considering rural areas as first priorities but maximum disable friendly schools and organisations are working in big cities. It is the biggest flaw in India regarding inclusive education and disables betterment.



Graph 2. Census survey report(2011), Government of India. \*Computed

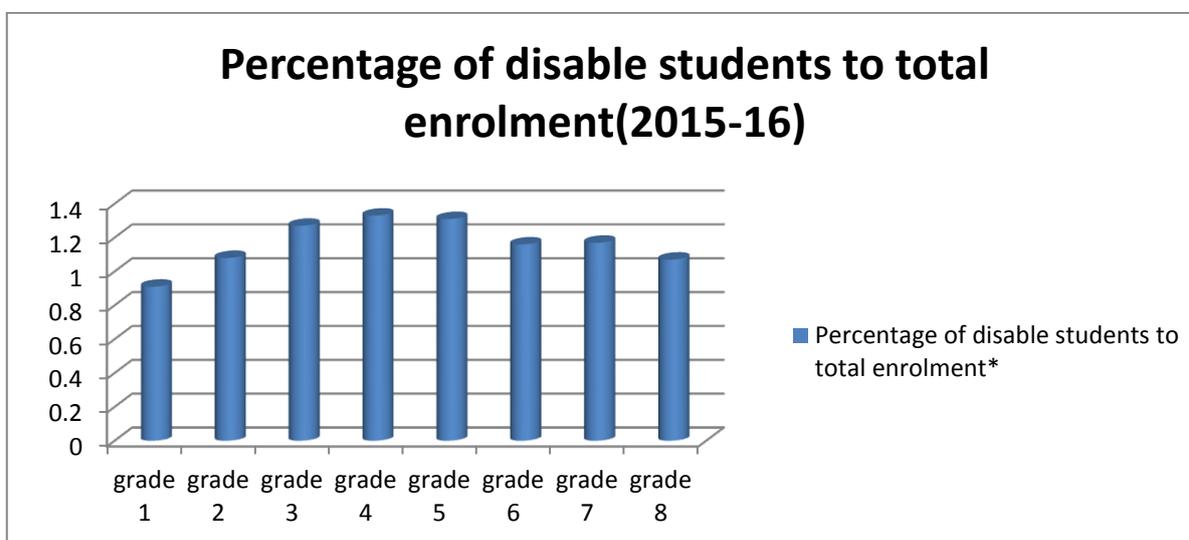
### 7. EDUCATIONAL STATUS OF DISABLED POPULATION IN INDIA:

According to census 2011, Out of 6572999 disabled persons only 4021301 persons are attending educational institutions and 1139184 females and 1412514 males aged 5-19 are unable to go to educational institutions. 52% disabled children of age 5-7 which is the age to start primary education are out of school. 20.5% blind, 21% hearing impaired, 30% with speech disability, 22.7% with movement disability, 50% with mental illness, 54% of persons having multiple disability had never attended any school(aged 5-19 years) (As depicted by Graph 3).



Graph 3. Census survey report(2011), Government of India.  
\*Computed

As per Udise report (2015-16), out of total enrolment 1.61% students are students with special needs where out of total enrolment of 27170010 students in first grade, approximately 248,016 students are children with special needs. In total enrolment of students from first to fifth grade aggregated 1.18% and sixth to eight grade 1.13% students are CWSN(As cited in Graph 4). 38.9% population is unable to get education as there are not enough special schools for CWSN. There is a need to fully adopt inclusion for hundred percent enrolments of all students. But in India, concept of inclusion is at primitive stage. As in Karnataka state, about 2% of all children with disabilities acquire education. About 1% of these children are enrolled in special schools and the balance 1% is in the integrated education system (inclusive education) [11].



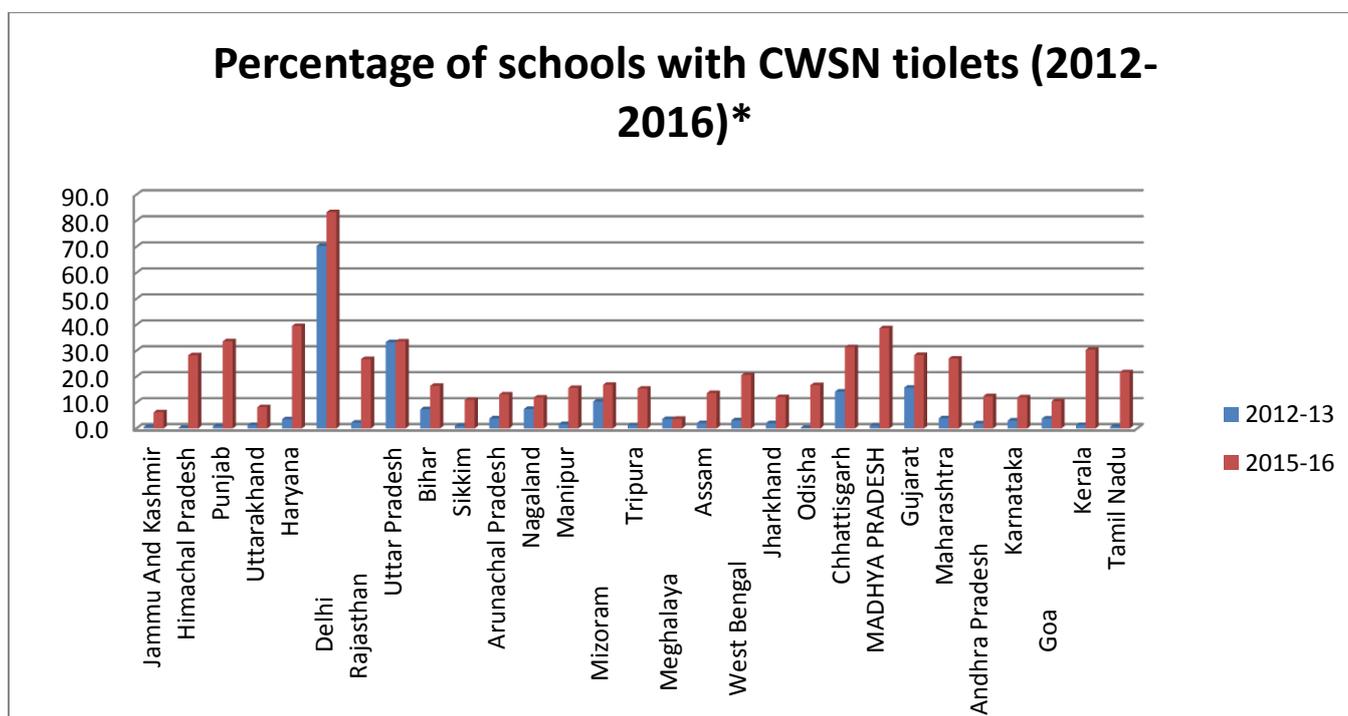
Graph 4. Udise Report (2015-16). Government of India.  
\*Computed

**8. STATUS OF FACILITIES PROVIDED TO CHILD WITH SPECIAL NEEDS (CWSN) IN SCHOOLS:**

According to Jitendra (2016), there are three factors which hinder inclusion of students with disabilities in the classroom which are inadequate training of teachers, inadequate infrastructure and insufficient administration or administrative support [12]. In context of these three factors, the picture of adopting Inclusion in Indian schools is represented by Eighth All India School Education Survey (2009). Report says that out of a total 12,99,902 schools in the country, only 2,74,445 (21.11%) schools adhere to inclusive education for disabled children. The number of teachers who have received training of at least two weeks in inclusive education is 80,942 (1.32%) out of the 58,76,273 total teachers. The number of schools where special educator/resource teachers never visited is 42.6 9%. Out of the total schools in the country, 10.47% have Handrails, 3.81% have adapted laboratory and 7.64% have adapted lavatory [13]. Status of facilities regarding training of teachers, infrastructure and administrative support provided to CWSN in schools is discussed below:

A) SEPARATE TOILETS: Concept of Toilets for CWSN in India is in its budding stage. As per UDISE report (2012-13), none school of Pondicherry, Andaman had separate toilet for CWSN and Tamil Nadu 0.7, Odessa 0.3, Punjab 0.9, Himachal Pradesh 0.2, Jammu and Kashmir had 0.6 percent schools with CWSN toilets. In 2012, only one or two percent schools in maximum states have CWSN toilets except Delhi with 70.3% schools. A progress is being noticed in this area but it is too little. As till 2015-16, only 3.73% schools in Meghalaya have separate toilets for CWSN and Delhi with 83.3% schools with separate toilet for CWSN. Average 23.87% schools in India have separate toilets for CWSN. Increased percentage of Madhya Pradesh is maximum from 2012-13 to 2015-16. There are not hundred percent fulfilments in any state. More than 70% schools still lack CWSN friendly toilets. All Union territories, except Delhi are presented in table and states along with Delhi are presented as graph (Regarding CWSN toilets).

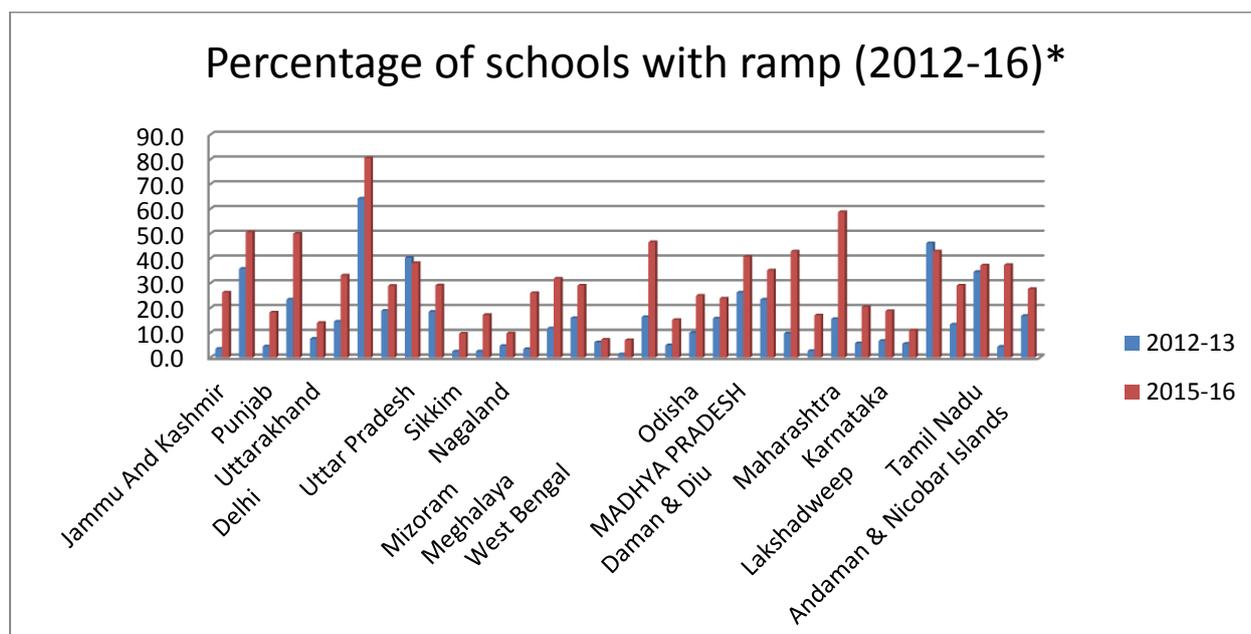
years/UT	Chandigarh	Daman & Diu	Dadra & Nagar Haveli	Lakshadweep	Andaman & Nicobar Islands	Pondicherry
2012-13	1.4	4.9	2.7	0	0	0
2015-16	44.4	35.7	12.2	7.1	11.6	20.8



Graph 5. Udise, Report (2015-16). Government of India.

\*Computed

B) RAMP: Ramp is important for CWSN. In 2012-13, Delhi had 64.2%, Lakshadweep 46.2% schools with ramp where in 2015-16, Delhi achieved goal of 80.5%, Lakshadweep slip down to 42.9%. Only 7% schools in Meghalaya and Assam have ramp facility. West Bengal increased 30% in ramp facility and Maharashtra increased 30% in ramp facility 43.2% from 2012-2016. On an average only 31.6% schools have ramp facilities in schools which are very low.



Graph 6. Udise Report (2015-16). Government of India.  
\*Computed

C) RESOURCE ROOMS IN SCHOOLS: According to UDISE (2015-16), 1% schools in almost every state except Daman & Diu, Lakshadweep, and Uttar Pradesh have single classroom. Pondicherry 2.7%, Dadra & Nagar Haveli 2.4, Nagaland 2.4, Arunachal Pradesh 2.6% schools have single classrooms. So, there is no provision of resource room or special room for CWSN which is basic need.

D) TEACHER TRAINING - Investment in teacher training is another key to success of education of children with disabilities. Both pre-service and in-service trainings need to be given special attention for addressing the needs of children with disabilities. Presently, syllabus of teacher education gives minimal knowledge to deal with disable child. Teachers have to cope with problems related to CWSN in inclusive schools with this little knowledge. A study done by Das, Kuyini and Desai (2013) examines the skill levels of regular primary and secondary school teachers in Delhi, India in order to teach students with disabilities in inclusive education settings. In primary schools, reports indicated that 67.59% teachers had not received any training in special education skills. Further, 77.88% teachers indicated that they did not have any experience working with special needs children. In secondary schools, 32.28% indicated that they had received some training to work with students with disabilities and 62.99% teachers indicated that they did not have any experience teaching students with disabilities [14].

E) SUPPORT SERVICES: Das, Kuyini and Desai (2013) examined the regular primary and secondary school teachers in Delhi, India. 86.38% teachers in primary schools reported that they did not have access to support services such as special education teachers, paraprofessionals or resource room services in their schools. 87.40% secondary school teachers reported that they did not have access to support services in their schools [14].

F) PRACTICAL SKILL AND COMPETENCY DEVELOPMENT ON THE PART OF STUDENT TEACHERS: According to Jitendra (2016), Pre-service teacher's attitude; self-efficacy and skills were improved due to imparting syllabus of inclusive education along with training and providing teaching learning material [12]. Without appropriate training and learning material, it is difficult to teach students with disability properly.

## 9. GOVERNMENT INITIATIVES FOR INCLUSION IN INDIA:

The Indian constitution endeavours the state to ensure provision of basic education to all children up to age of 14 years and children with disability were not explicit of this provision. Indian constitution clearly states that everyone has right to equality of status and of opportunity. **Article 41** which supports right to work, to education and to public assistance in certain cases including disablement. **Article 45** provides free and compulsory education for all children up to age of 14 years. In 2002, Education became a fundamental right for all children in age group of 6 to 14 years based on amendment in constitution. **Kothari Commission (1964-66)** recommended equalization of educational opportunities for the education of the handicapped children and the concept of neighbourhood schools which enables all children at the lower primary stage in the neighbourhood to attend the school in the locality [15]. Suggested recommendation was implemented by National Education Policy (1968). It expanded

educational facilities for physically and mentally handicapped children, development of integrated programme enabling handicap children to study in regular schools.

In 1982, Integrated Education of Disabled Children (IEDC) centrally sponsored scheme provided guideline for educational opportunities for the disabled children in common schools, to facilitate their retention in the school system and also shift children from special schools to common schools. They were to place in common schools after they acquire the communication and the daily living skills at the functional level. **National policy of education (1986)** integrated physically and mentally handicapped with the general community as equal partners. It made an ambitious commitment to universal enrolment by the end of ninth five year plan for those who could be educated in general primary schools and those who needed to be educated in special schools. **The Persons with disability Act (PWD-1995)** states, “Among other things: the appropriate Government and the local authorities shall ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of 18 years. It endeavours to promote the integration of students with disabilities in the normal schools.” **The Sarva Shiksha Abhiyan (SSA):** SSA has been operational since 2000-01 in partnership with state governments to achieve the goal of Universalization of Elementary Education. This adopts a ZERO rejection policy and uses an approach of converging various existing schemes and programmes. **Inclusive education of children and youth with disability act (2005):** Its main objective is to ensure the admission of all children with disability in mainstreamed education with trained inclusive education teachers and favourable appropriate environment. **National Policy for Persons with Disabilities (2006):** The National Policy for persons with disabilities seeks to create an environment that fosters: 1) Physical Rehabilitation which includes early detection and intervention, counselling and provision of aids and appliances, development of rehabilitation professionals. Educational Rehabilitation includes vocational training. 2) Economic Rehabilitation for a dignified life in society [16]. **The RTE Act (2009):** After a continual demand of making the education a fundamental right from all corners, the government made the 86 Amendment of the Constitution of India (2002). The 86 Amendment introduced new Article 21A, making the right to education of children from 6 to 14 years of age a fundamental right. Article 51A (K) was added to Part IV-A of the Constitution as a fundamental duty of parents to provide opportunities for education to their children aged between 6 and 14. The Right of Children to free and compulsory education act (2009), commonly known at RTE Act (2009) was finally passed by the parliament on the 26 August, 2009 (came into effect from April 1, 2010). This act puts the responsibility of ensuring enrolment, attendance and completion on the government. The RTE Act tries to safeguard the rights of the children belonging to the disadvantaged groups and the weaker sections, protect them from any kind of discrimination and ensure their completion of elementary education. It is made mandatory that private unaided and specified category schools have to admit at least 25% of its entry level class from children belonging to weaker and disadvantaged groups. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) launched a scheme **Inclusive Education for Disabled at Secondary Stage (IEDSS)** in year 2009-10 which replaced the earlier scheme of Integrated Education for Disabled Children (IEDC) and provides assistance for the inclusive education of the children with one or more disabilities as defined under the Persons with Disabilities Act (1995) in classes IX-XII. Under IEDSS (2015-16), 2.37 lakh students have been approved to be covered where number of CWSN girls are 107159 and number of CWSN boys are 130195 and 4960 new seats for special educators has been approved. Although number of secondary schools having disabled friendly toilets are only 17.09% of total schools (RMSA, 2014). Following infrastructure has been proposed in 2015-2016.

No. of Resource Rooms constructed	No. of Resource Rooms functional	No. of Secondary Schools having disabled Friendly toilets	No. Of schools with CWSN	No. of Braille Books provided	No. of Secondary schools Barrier Free	No. of Special Educators in position
4301	4261	17.09% of total schools	55893	4997	55.23%	3437

RMSA. (2014). “RMSA at Glance”, (<http://rmsaindia.gov.in/en/component/content/article?id=126>)

The issue of disability has found a place in all country’s five-year plans. Various national level institutes have been set up for education, training, vocational guidance, counselling, rehabilitation, research and training in various aspects of disability. Second five year dealt with issues concerning education, training and employment of physically challenged. In third five year plan, attention was given to rural areas, planning employment exchange for physically challenged, teaching and provision of work facilities in the home itself that are not mobile. National policies were made around provision of community-oriented disability prevention and rehabilitation services to promote self-reliance, economic independence in sixth five year plan [17]. Government had also made provisions for children with special needs for open schooling education as (1) Fee concession to the extent of 50% for children with special needs (2) A distance learner is registered for a period of five years in which a candidate gets nine chances to appear in a given course/programme (3) Children with special needs can appear in one/two subjects at a time as per his/her preparation (4) Credit is accumulated till a candidate successfully completes the requirement of a course (5) Study-centres are taken as examination centre (6) General and specific relaxations (Disability wise) during examination (7)

Flexibility in selecting examination dates (8) Flexibility in choice of subjects (9) There is no age limitation for admission in NOS programmes. There are other government initiatives which are playing important role for betterment of disables.

a) **ROLE OF REHABILITATION COUNCIL OF INDIA (RCI):** The Rehabilitation Council of India (RCI) is a Statutory Body from 22 June 1993. The role of RCI is to regulate and monitor services given to persons with disability, to standardise syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education and to take action against unqualified persons delivering services to persons with disability. It regulates the training policies and programmes, organises training courses, prescribes minimum standards of education and training for professionals/ personnel dealing with people with disabilities and make a check on standards in all training institutions uniformly throughout the country. It promotes research, give recognitions to institutions, organizations, universities running different courses in the field of rehabilitation of persons with disabilities. It also registers personnel working in national institutes and apex institutions on disability under the Ministry of Social Justice & Empowerment [18].

b) **NATIONAL INSTITUTE FOR EMPOWERMENT OF PERSONS WITH MULTIPLE DISABILITIES (NIEPMD):** It was established in the year 2005 in Chennai under Ministry of Social Justice & Empowerment, Government of India. It serves as a National Resource centre for empowerment of persons with Multiple Disabilities having combination of these: Low Vision, Blindness, Locomotor Disability, Hearing Impairment, Mental Retardation, Mental Illness, Leprosy Cured Persons, Autism, Cerebral Palsy etc. Its main objective is to start development of human resources for management, training, rehabilitation, education, employment and social development of persons with Multiple Disabilities. It promotes researches in all areas related to Multiple Disabilities and develops transdisciplinary models and strategies for social rehabilitation [19].

c) **DISTRICT DISABILITY REHABILITATION CENTRES (DRDC):** For providing comprehensive services to the persons with disabilities at the grass root level and for capacity building at the district level, for generation of awareness about disability and for training of rehabilitation professionals, Ministry of Social Justice and Empowerment of Government of India started **District disability Rehabilitation Centres (DRDC)** in 1995. Main objective of DRDC is awareness generation, early detection and early intervention through survey and identification of persons with disabilities through camp approach. It also make provisions for Therapeutic Services e.g. Physiotherapy, Occupational Therapy, Speech Therapy etc. It makes arrangement of surgical correction and assistive devices through Govt. & Charitable institutes. It also provides counselling services to the persons with disabilities, their parents & family members; it also promotes barrier free environment for education, vocational training and employment of persons with disabilities [20].

d) **NATIONAL OVERSEAS SCHOLARSHIP FOR STUDENTS WITH DISABILITY:** There are many scholarships provided to students with disability. National overseas scholarship scheme provides financial assistance to the twenty students with disabilities per year who are finally selected for pursuing Master's level courses and Ph.D. abroad [20].

e) **RESEARCH IN AREA OF CHILDREN WITH SPECIAL NEEDS:** RMSA encourages research in all areas of education of children with special needs including research for designing and developing new assistive devices, teaching aids special teaching material and other items necessary to give a child with disability equal opportunity in education. As Government of India has taken many steps for development of inclusive education but there is a big gap as per report of UNICEF (2003), the curriculum in schools lacks the required flexibility to cater to the needs of children with disabilities. Moreover, teacher student ratio is miserable in many schools. As a consequence, many teachers are unwilling to work with children with disabilities and consider it an additional workload. Families do not have enough information about their child's particular disability. So there is lack of teacher preparatory (Special Education) Institutions, proper curriculum with special reference to Inclusive education during teacher preparation, lack of time for preparing teachers for inclusion in general classes, Lack of continuous workshop, seminar, projects, internship for special children education, Lack of adequate pedagogy and strategy to educate children with special need which should be catered to achieve goal of full inclusion [5].

## 10. RECOMMENDATIONS FOR INCLUSIVE EDUCATION:

Adaptation and modification in school curriculum, teacher training, resources and at societal level is necessary for inclusive education. Following recommendations may be helpful for achieving goal of successful inclusion of disables in schools.

### 10.1. ADAPTATION IN SCHOOL

1) *Curriculum Modifications and Adaptations:* Curriculum is central part of teaching and learning process. Curriculum adaptation should be important for all teachers teaching disabled in order to meet the special educational needs of the children. For inclusive teaching, it is vital that adaptation of the curriculum is carried out in terms of content, methods of teaching, evaluation procedure, time, rules and regulation to meet individual needs of children with disabilities. The Curriculum for "ALL" needs to be:

Child centered: Children with disabilities need child-centered curriculum, which takes into account the individual needs of children. The curriculum needs to set specific, observable, measurable, achievable, and relevant.

Flexible: A flexible, locally relevant curriculum, teaching and learning strategies are intrinsically important for children with special needs to participate in the educational process.

Participatory: Children with special needs require a learning environment in which they can actively participate in learning in small groups.

As per King-Sears (2001) four types of curriculum modification can be done in inclusive classrooms [21]. While accommodating curriculum in a class, pictorial, graphics, auditory like ways of input and output can be considered instead of lecture. An adaptation in conceptual level without changing content is useful in inclusive classrooms. Changes in intended goals of learners' performance and Curriculum overlapping can be considered in classrooms.

2) *Tools for Assessment:* In India assessment system is old and assesses only rote memory. Educator's main concern is that the integration of students with disabilities would result in lowering school standards because these students would not be able to pass exams which are organised without provision of flexibility for disables and are based on only content knowledge [22]. This seems to be a genuine concern of teachers because it can influence their promotion. Thus, it is necessary to establish an alternative system of examination for students with disabilities. It will be more comfortable for students and teachers in India to adopt such a system where students are asked to do activities that demonstrate their abilities rather than disabilities.

3) *Resource Support and Resource Room* - Resource teachers from different disability and Therapists (speech and Physiotherapist) may be deployed at Block/cluster level based on the number of children with special needs in the ratio of 1:5. They can be appointed as Key Resource Persons, who can work with group of general teachers in secondary and senior secondary classes. Resource Room in schools of India should include academic Lab, Low vision Lab, Sound Proof Room, Therapeutic Room, ICT Room and Classroom, Special Teaching Learning Materials.

## **10.2. ADAPTATION IN SOCIETY:**

1) *Support Services* - Support services are required for the access and retention of children with special needs. The services should be category specific and should be made available as per the needs of the child. This would include availability and upgrading of aids and assistive devices according to individual needs, technological support, audio visual, communication board. In society too, the infrastructure in India in most places is not at all disabled-friendly. The devices that help remove or reduce disability (Assistive Technology) have not been installed and there is no accessibility adaption for the disabled. In many countries, there is assistive technology for disables which includes a wide range of devices and services, including IT-enabled prosthetics and implants, customised computer assistance and accessible communication tools. There is personal emergency response system for disables so that with the push of a button they can call for medical assistance. For learning disables, there are different IT aids like autistic children can learn to communicate their needs by using a voice-output communication aid (VOCA) which is a handheld electronic device that produces pre-recorded audio messages at the press of a button. These can help disables enjoy their independence and take care of risks involved. But in India, disables lack this kind of IT support and are bound to rely on family support. IT support for disables is a pragmatic approach which can be applied in India.

2) *Different Organisations for Persons with Disabilities:* Social Access is necessary for children with special needs. Parental Awareness, community mobilisation and peer sensitization is necessary. Awareness and sensitization programme should be organized for parents, community and peer group through awareness camps, Inclusive Rally, posters on all disabilities with positive messages and celebration of World Disabled day, Louis Braille Day, etc. Ensuring social access is a great challenge. Organisations for persons with disabilities, a self-help group or voluntary association of people of community can work democratically and accountably to attain the collective goals of the group. Organisations for persons with disabilities tended to be focused on specific impairment groups and are charity or medically based. It is not enough to be merely independent but it is also necessary to have a group that supports and provide fellow feeling. Members can supports one another through sharing information and other available resources. They also help each other in making decision on family and individual matters.

The Associations of the parents of children with disability are recognised as pivotal organisations looking into issues affecting children with disabilities. Parents of children with disabilities neither fitted into organisations of Persons with Disabilities or those organisations for persons with disabilities. But Parents of disables can help their ward in a best way. So it is necessary to endorse associations of the parents of children with disability

Special schools run by NGOs have played a major role. NGOs are providing education for children with disabilities in large areas of India, where government was unable to provide. Local NGOs have endeavoured to fill up gaps left by Governments in promoting participation of the identified stakeholders; to redress issues of access to community based rehabilitation services for people with disabilities [23]. Such organisations should encourage their work in rural areas as maximum population of disables resides in rural area.

3) *Quality Research on Inclusive Education:* There are large gaps in information provided through research, both qualitative and quantitative on Inclusive education in India. According to Giffard-Lindsay (2007), "In order to constructively implement inclusive education for all children, planning must not only be adapted according to context,

but also include funding for continual research, monitoring and impact evaluation from all stakeholders' perspectives. This includes the children's voices, and especially from those with disabilities." [24]

## 11. CONCLUSION:

It is important to have a holistic, comprehensive and inter-sect approach where all pieces are put together. Inclusive education responding to special needs will thus have positive returns for all pupils. All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education system that gives right to a certain type of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all its children. There is a vast literature which talks about importance of equal opportunities beyond race, ethnicity, cast and religion to have health, good life, and education. If all have to enjoy all these rights equally then education must reach to everyone. Every human being is asset to the nation and human resources are as important as any other productive resources which never get depreciated. Human resource should not be wasted because of some deformity as it is invaluable. Teachers' abilities, proper infrastructure, support system is required for proper nurturing of disables in India. Teacher's attitude towards disables can be positively changed with the proper training regarding disable education. Indian schools are not fully prepared to accommodate all disables and fulfil their needs in the process of education. Evaluation system only assesses rote memory in a rigid way without considering problems faced by disables. So, a proper environment in schools is needed in India to strengthen inclusive education. At societal level too, it is necessary to change attitude. Moreover, Planning is done without looking at researches done in this area; without looking at census which tells where majority of disables live. With a proper planning in India, inclusive education must respond to all pupils as individuals, recognizing individuality as something to be appreciated and respected.

## REFERENCES:

1. Farrell, P. (2000). The impact of research on developments in inclusive education. *International Journal of Inclusive Education*, 4(2), 153–162.
2. Boer, A.D., Pijl, S.J., & Minnaert, A. (2010). Regular primary schoolteachers' attitudes towards inclusive education: a review of the literature. *International Journal of Inclusive Education*, 15(3), 331-353.
3. Bindal, S., & Sharma, S. (2010). Inclusive education in Indian context. *Journal of Indian education*, 35(4), 34-45.
4. Singal, N. (2005). Mapping the field of inclusive education: A review of the Indian literature. *International journal of inclusive education*, 9(4), 331-350.
5. United Nations Children's Fund. (2003). *Examples of inclusive education: India*. UNICEF.
6. WHO [World Health Organisation]. (2018). *Disabilities*. Retrieved from <http://www.who.int/topics/disabilities/en/>
7. DPEP (2001). In Kumar, S. (2014). Children with Special Educational Needs: Need to Know. *Educationia Confab.3*, (5), 81-84. ISSN: 2320-009X
8. Karande S, Satam N, Kulkarni M, Sholapurwala R, Chitre A, Shah N (2007). Clinical and psychoeducational profile of children with specific learning disability and co-occurring attention-deficit hyperactivity disorder. *Indian J Med Sci*. 61,639–47.
9. Karande, S., Bhosrekar, K. (2009). Impact of attention-deficit/hyperactivity disorder on health-related quality-of-life of specific learning disability children [corrected]. *Indian J Pediatr*, 76(11):1119-24.
10. UNESCO. (2003). *Overcoming exclusion through inclusive approaches in education: A challenge*, A vision conceptual paper, Spain, Paris: UNESCO
11. Phogat, B. & Madan, N. (2017). Inclusive education: a challenge before us. *International Journal of Research in Humanities, Arts and Literature*, 5 (7), 23-32.
12. Jitendra, V.N. (2016). *Attitude, self - efficacy & skills of pre - service teachers towards inclusive education* (Doctoral Dissertation, Savitribai Phule Pune University, Pune). Retrieved from <http://shodhganga.inflibnet.ac.in>
13. NCERT. (2016). *Eighth All India School Education Survey (8th AISES): As on 30th September, 2009- A Concise Report*, NCERT: New Delhi. Retrieved on July 18, 2017 from <http://aises.nic.in/8th%20AISES%20Concise%20Report.pdf>
14. Das, A. K., Kuyini A. B., & Desai I. P. (2013). Inclusive Education in India: Are the Teachers Prepared? *International Journal of Special Education*, 28(1).
15. Recommendations of the kothari commission/education commission(1964-66). Retrieved from [https://www.academia.edu/30217361/RECOMMENDATIONS\\_OF\\_THE\\_KOTHARI\\_COMMISSION\\_EDUCATION\\_COMMISSION\\_1964-66](https://www.academia.edu/30217361/RECOMMENDATIONS_OF_THE_KOTHARI_COMMISSION_EDUCATION_COMMISSION_1964-66)

16. Ministry of Statistics & Programme Implementation (2018). *Disability in India - A Statistical Profile-2011*. Retrieved from <http://mospi.nic.in/publication/disability-india-statistical-profile-2011>
17. *Planning Commission (2013)*. Retrieved from [http://planningcommission.gov.in/index\\_oldpc.php](http://planningcommission.gov.in/index_oldpc.php)
18. Rehabilitation council of India (2012). Retrieved from <http://www.rehabcouncil.nic.in/forms/Sublink1.aspx?lid=798>
19. National Institute for empowerment of Persons with Multiple Disabilities (2017). Retrieved from <http://niepmd.tn.nic.in/>
20. *Ministry of Social Justice and Empowerment (2014-15)*. Central sector scheme of National overseas scholarship for students with disability. Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/documentreports/National%20Overseas%20Scholarship%20for%20Studentsw%20with%20Disabilities.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/documentreports/National%20Overseas%20Scholarship%20for%20Studentsw%20with%20Disabilities.pdf)
21. King-Sears, M. E. (2001). Three steps for gaining access to the general education curriculum for learners with disabilities. *Intervention in School and Clinic*, 37[2], 67-76.
22. Sharma, U., & Desai, I. (2002). Measuring concerns about integrated education in India. *Asia and Pacific Journal on Disability*, 5[1], 2-14.
23. Furuta, H., Thamburaj, R. (2014). Promoting Inclusive Education in India: Roles played by NGOs under the Sarva Shiksha Abhiyan Scheme in the State of Tamil Nadu. *The Japanese Association of Special Education*, 3[1], 15–22
24. Giffard-Lindsay, K. (2007). Inclusive education in India: interpretation, implementation, and issues. Retrieved from <http://srodev.sussex.ac.uk/1863/>

#### **Websites**

- Census (2011). Retrieved from [censusindia.gov.in/](http://censusindia.gov.in/)
- Udise (2015-16). Retrieved from <http://udise.in/src.htm>
- RMSA (2014). Retrieved from <http://rmsaindia.gov.in/en/component/content/article.html?id=126>