

Inclusive Education in India: Promoting Equal Opportunities for All

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Abstract:

According to Ministry of Human Resource Development (2017), Rights of Persons with Disabilities Act, 2016. Disability is a dynamic concept. The 21 disabilities as like Physical Disability, Intellectual Disability, Mental Behaviour, Disability caused due to Chronic, Blood Disorder etc. And benefits such as reservation in higher education (not less than 5%), government jobs (not less than 4%), reservation in allocation of land, poverty alleviation schemes (5% allotment) etc. The ACT have been provided for individuals who with disabilities and those who need high support. Each child with disability who are the age group of six and eighteen years shall have the right to free education. Inclusive education is an essential component of ensuring equal educational opportunities for all students in India.

Keywords: inclusive education, disability, mainstream schools, policy framework, teacher training

Introduction:

What is inclusive education? According to UNISEF ‘An education system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This is refers to ensure the minimum requirement to runs a holistic approach and aims like school buildings, toilet, play ground, teacher and curriculum for all children at all levels. Inclusive education refers to all children learn together in the same schools. Inclusive education strives to provide equal educational opportunities for all students, including those with disabilities, by integrating them into mainstream schools, Suzanne R. Kirschner, (2015) it is emphasis on all children to teach in the same the classroom. By contrast, when children with special needs are mainstreamed, it usually means (at least in principle) that everyone in the class is expected to follow one standard curriculum regardless of their individual differences, or that group children have been taken out of the class for a large proportion of the day to receive their lessons and services.’ In India, the concept of inclusive education has gained significance in recent years, promoting the rights and inclusion of students with disabilities in the education system. This paper explores the status of inclusive education

in India, focusing on key policy frameworks, challenges, and initiatives aimed at creating an inclusive learning environment.

Literature review:

Dr.PingleSudha,Dr. Garg Indu,(2015)has been conducted a study “Effect of Inclusive Education Awareness Programme on Preservice Teachers” and said That The roles of the teachers today are very diverse and Teacher need to know their roles towards making a good citizen of every pupils. Teachers training of teachers is necessary with disabilitiesTo understand the students.Through this study showed that awareness of inclusive education should be develop among as like in-service aspreservice teachers Time to time. The responsibility to train teacher lies on both of teacher education process. The present situation demands preservice teachers become confident, competent, and skillful to handle any situation in inclusive setup.

Amazonas Avenida, Amazonas Gautam(2022) conducted a holistic approach in their article-THE CONCEPT OF INCLUSIVE EDUCATION IN INDIA, A good inclusive education permits all students to participate equally or nearly equally in all elements of the classroom. It is neededto establish more inclusive schools, educators, parents, and community leaders should be work together to decrease the difficulties of inclusive education in India. Inclusive approach, Indian government want to enhance and emphasise strategies by new policy of education.concept of inclusiveness in India is not new .Today's world,emphasis to providing privileges on inclusive atmosphere for all children. The word “Inclusive education”means to the education for all children in running schools, among those who with and without impairments in our society. This is the system, method or strategies that considers each individual qualities and abilitiesor interests, desire and needs of learning.Present educational system, inclusive education is gaining fascination. There will not satisfactory resultsof inclusionwithout producesufficientgeneral school all over India. The capacity for inclusive education must be built at the community level, with activities such as community involvement and mobilization being included.

Ms.PanigrahiSoumyaPriyadarsani, Ms. Malik Navita,(2020)said through a article “A Roadmap to Inclusive Education in NEP2020” that is an attempt to discuss the new provisional changes for Inclusive Education in NEP 2020. To look at the disability as a special ability, it’s required a change in the mindset. Finally, the government of India came up with such a policy which include the minute details. The New Education Policy 2020 if implement with proper planning, will be proved as a catalyst for inclusive education. This will bring the paradigm shift in inclusive education. All the aspects discussed above altogether will give rise to effective and qualityeducation for children with disability. It will promote in the gap between the desires and the real fact of inclusive education.

Aim and objectives of the study:

To find out equal educational opportunities for all students in India.

To find out the challenges of inclusive education in India.

To find out the properties of inclusive education in India.

Methods of the study :

Researchers has been conducted the study according to secondary data sources as well as government Act or reports other hand authentic websites, journals, articles, e-books, reports, commissions, national education plans, and articles published in local, national, and worldwide publicationsetc.

Analytic Discussions:

1. **Inclusive education:** Inclusive education refers to the practice of providing quality education to all students, irrespective of their abilities or disabilities. It emphasizes the integration of students with disabilities into mainstream schools, enabling them to learn alongside their non-disabled peers. Inclusive education, the term is mostly used to refer the inclusion of individuals with mental and physical disabilities, like mobility limitations or sensory, autism spectrum disorders, learning disabilities, language disorders, intellectual disabilities and behaviour disorders . Inclusion word also use by some educators and some theorists in a broader sense, this is educational system that can be access all groups of learners of our society.

2. **Disability:** Disability encompasses a range of physical, sensory, intellectual, or developmental conditions that may affect an individual's full and effective participation in education. In the context of inclusive education in India, the focus is on addressing the educational needs of students with disabilities. MHRD was launched In the year 2018, the SSA [Samagra Shiksha Abhiyan]. It is an integrated scheme for school education, which merged three scheme SSA (Sarva Shiksha Abhiyan), RMSA (Rastriya Madhyamik Shiksha Abhiyan) and TE (Teacher Education).

3. **Mainstream schools:** Mainstream schools are regular schools that provide education to typically developing students. Inclusive education aims to create inclusive classrooms within mainstream schools, where students with disabilities can participate and learn alongside their peers without disabilities. The Education System in India

The Indian education system :

- **Pre-School or Pre-primary:** This level of education is compulsory according to new policy of education. The Montessori system is especially popular at the pre-school level but according to NEP 2020 pre-primary also compulsory for all children from the age group of 3 years.
- **Kindergarten:** This is divided into lower kindergarten (for three- to four-year-olds) and upper kindergarten (for four- to five-year-olds)
- **Primary School:** One to six (class I to class v) standard/grade (for 6- to 10 year-olds)
- **Middle School or Upper Primary:** Sixth to eighth (class vii to class viii) standard/grade (for eleven to fourteen-year-olds)
- **Secondary School or Madhyamik School:** class ix to class x standard/grade (for 13 to 15-year-olds) it will be complete through 4 semester according to NEP 2020.
- **Higher Secondary or Uchcha Madhyamik or Pre-University:** class xi to class xii standard/grade (for sixteen- to seventeen-year-olds) students can go or choose any subject on which to focus because there is a no streaming and it will be complete through 4 semester according to NEP 2020.

- **Undergraduate and Graduate:** Bachelors degree is a three-year degree in science, commerce and arts.
- **Postgraduate and Professional Courses:** Medicine, Engineering, Management and Teacher Education .

4. **Policy framework:** The Rights of Persons with Disabilities Act, 2016, serves as the key policy framework in India for promoting inclusive education. This legislation mandates equal opportunities, accessibility, and non-discrimination in education for persons with disabilities. Accordingly right to education(RTE) Act, 2009 This act provides a legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. The RTE Act 2009 lays impetus on the elementary education for children with disabilities under section 3 [2]

. ' emphasizes the provision of reasonable accommodations and support services to facilitate their education.

5. **Teacher training:** Adequate training and professional development of teachers are crucial for the successful implementation of inclusive education. Dr.SudhaPingle,Dr.InduGarg(2015) now a days teachers have diverse role in the society, they should know their role and duties towards good making citizen out of every student. Teacher should understand to the students and disabilities types ,characteristics teach accordingly if necessarily. This analysis revealed that it is important to develop awareness about inclusive education for in-service and pre-service teachers. In India, to equip teachers specialized through different training programs, workshops ,micro training, seminar are conducted with the necessary skills and strategies to address the diverse learning needs of students with disabilities.

- D.L.Ed or D.Ed(Diploma in Elementary Education): This types of teachers for primary schools.
- B.Ed (Bachelor of Education):-This is for secondary and higher secondary schools teachers, both of level need 50% marks in under graduate and this is minimum academic requirement and Central Entrance test (CET) Exam. But according to NEP2020, B.Ed course should be one year, it is integrated course 3+1 year, that means B.A. B.Ed, B.Com. B.Ed, B.S.B.Com. B, although there is a no streaming according NEP 2020 .But it is changing to implement.
- M.Ed(Master of Teacher Education): it trains teachers for teaching at B.Ed or D.L.Ed colleges. Minimum educational requirement for the course is to pass Bachelors of Education degree course with 50% marks and Central Entrance Test (CET) Exam.

Challenges and opportunities of inclusive education:

In India, the new education policy and schemes and act are focusing on inclusive education as well as mainstream schools education, there are many opportunities in inclusive Education can be achieved through NEP 2020, first of all, government benefits for all students in India. Government announced through NEP 2020 6% of GDP will provide for educational field and many more relevant initiatives will explore through modern education technological aspect for equal opportunities . Government policy and society initiatives can participate equally important role to betterment for inclusive

education like economical challenges and opportunities, teacher training challenges and opportunities, accessibility challenges and opportunities, implementing challenges and opportunities and can solve the difficulties and challenges of inclusive education. At all we have to change our mindset. And we can make a Roadmap for contribution towards Inclusive Education.

Conclusion:

Inclusive education is an essential component of ensuring equal educational opportunities for all students in India. While progress has been made in promoting inclusive practices, challenges such as lack of awareness, limited resources, and attitudinal barriers still persist. Efforts to strengthen the policy framework, enhance teacher training programs, and raise awareness about inclusive education are critical for creating a more inclusive and equitable education system in India. By embracing inclusive education, India has the potential to truly leave no child behind, paving the way for a more inclusive society.

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