

Inclusive Education in India Problems and Prospect: A Study

ABU SHAMA AHMED

Asstt. Professor, Deptt. of Education, Jaleswar College, Tapoban, Dist. Goalpara, Assam.

E-mail: abushamaahmed779@gmail.com

Received : 23 June 2024 • **Revised :** 21 July 2024;

Accepted : 29 July 2024 • **Published :** 29 December 2024

Abstracts: Inclusive learning design to make education enjoyable for all children, In these article researcher Focus the meaning, some problems of Inclusive education and take to suggestions by the government. So that education is inviting, learner friendly, and helpful to them, and they fell a part of it rather than apart from it. Inclusion emerged as a viable solution to the problem of how to better teach these children. A good inclusive education permits all students to participate equally or nearly equally in all elements of the classroom. For the establishment of stronger and more inclusive schools, educators, parents, and community leaders must work together to solve the difficulties. The Indian government is working to enhance its education system by emphasising an inclusive approach. India is no new to the concept of inclusiveness. In today's world, the emphasis is still on providing an inclusive atmosphere for all children. Inclusive education refers to the education of all children in conventional school, including those with and without impairments. It is a method that considers each child's individual qualities, interests, abilities, and learning needs. In today's educational system, inclusive education is gaining traction. Inclusion without 'sufficient' general school preparation will not produce satisfactory results.

Keywords: Inclusive, Education, CWSN, Problems, Prospect.

INTRODUCTION

Globalization of the world education is the basis of human civilization. As the education is outmost essential for all, we cannot allow exclusion of any child is an fruitful education. Inclusive education is an educational approach that allows special education for every student to acquire sufficient learning in educational institution. Inclusive education is based on the Principles that Institution should provide its valuable teachings learning for all children regardless of any perceived difference, disability or other social, cultural and linguistic difference aiming their all round development.

TO CITE THIS ARTICLE

Abu Shama Ahmed (2024). Inclusive Education in India Problems and Prospect: A Study, *Journal of Applied Development Economics*, 3(2), pp. 45-51.

In the times of education for all, we need to consider those who are somehow missing out. The children with disabilities are often left of educational institution due to negative attitudes and non-inclusive setups. In this regard the need of teachers' roll is indispensable. There are so many obstacles and barriers to the development of successful inclusive educational institution. To overcome these difficulties is to consider the role of teacher in inclusive education.

Inclusion is not our experiment to be tested but a value to be followed. All the children whether they are disabled or not have the right to education as they are the future citizens of the country. We all know that every child is unique and different in nature. They have different abilities, they learn in different ways in different places. Inclusive and learning friendly environments should therefore be created in every educational Institution and community through out the world so that all children will be able to develop their full academic, social emotional, and physical potentials.

OBJECTIVES OF THE STUDY

The main objectives of the research paper are as follows:

- (i) To examine the problems faced teachers in inclusive education.
- (ii) To study the barriers to inclusive.
- (iii) To obtain suggestion from the teachers enhance the effectiveness in inclusive education and efficiency of teachers.

METHODOLOGY

As per methodology is concerned, this paper mainly based on secondary data. The data collected from Books Journals, Govt. Publication, Library and internet etc.

MEANING OF INCLUSIVE EDUCATION

The term inclusive is an international buzz word in education. Inclusive education is new approach towards education the children with disability and learning difficulties with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and inclusion inclusive education acknowledges that individual children differ in their abilities and sup- port that each student receives quality education irrespective of their abilities, disabilities, ethnicity, gender and age.

Inclusion is not an experiment to be tested but a value to be followed. All the children whether they are disabled or not, have the right to education as they are the future citizens of the country. Inclusive education means that all children, regardless of their strength or weaknesses are accommodated in a school and become part of the same school community.

Inclusive education means all children in the same classroom in the same school. Inclusion education allows students of all background to learn and grow side by side, to the benefit of all.

Inclusion in education refers to a model where in students with special needs spend most or all of their time with non-special needs- Wikipedia.

INCLUSIVE EDUCATION IN INDIA

The government of India constitutionally committed to ensuring the right of every child to basic education. The government of India has created numerous policies around special education since the country's independence in 1947. One of the earliest formal initiatives under taken by the Gol was the integrated the education for disable children (IEDC) scheme of 1947 (NCERT, 2011). The Kothari commission (1966) which highlighted the importance of educating children with disabilities during the post- independence period (Pandey 2006). In 1980 s the then ministry of welfare, Govt. of India realized the crucial need of an institution to monitor and regulate the HRD programmes in the field of disability rehabilitation. Till 1990s, ninety percent Indian estimated 40 million children in the age group- foursixteen years with physical and mental disabilities are being excluded from mainstream education. The National Policy of education 1986 (NPE, 1986) and the programme of Action (1992) stresses the need for integrating children with special needs with other groups. The government of India implemented the District Primary Education project (DPEP) lin 1994-95. In late 90s(i.e. in 1997) the philosophy of inclusive education is added in District Primary Education Programme (DPEP).

This programme laid special emphasis on the integration of children with mild to moderate disabilities, in line with world trends, and became one of the GOI's largest flagship programmes of the time in terms of funding with 40,000 million rupees (approximately 740 million US dollars) Sarva Siksha Abhiyan (SSA) was lunched to achieve the goal of univesalisation of elementary education in 2001, is one such initiative. Three important aspect of UEE are access enrolment and retention of all

children in 6-14 years of age. A zero rejection policy has been adopted under SSA. Which ensures that every child with special needs (CWSN) irrespective of the kind, category and degree of disability, is provide meaningful and quality education. National curriculum Framework (NCF) 2005 has laid down a clear context of inclusive. In 2005, the Ministry of Human Resource Development implemented a National Action Plan for the inclusion in education of children and youth with disabilities. Furthermore, IEDC was revised and named ‘ Inclusive Education of the disabled at the secondary stage’ (IEDSS) in 2009-10 to provide assistance for the inclusive education of the disabled children at 9th and 10th classes. This scheme now subsumed under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013. It is important to integrate these children in to regular schools to help them socialise and build their confidence.

PROBLEMS

There are some problems which have been revealed:

1. The inclusive school buildings are not fit for children enrolment: Ramps for wheel chairs must be both outside and inside a building, but most of them can be only seen on the school first floors. Building is not designed for children with musculoskeletal system disease nothing has been envisaged for a child with musculoskeletal system problems, who has a lesson on the child floor. Some children refuse to go to school exactly due to such problems. Now a days the children with less serious health problems.
2. WCS inclusive school are not fit for children with disabilities: These are typical school WCS, Amy of them in deplorable condition.
3. In inclusive school are not adopted gyms and trainers with special knowledge: In India many serious problems has been seen that is physical problems of how to work with children.
4. Special class are not adopted, not provide with necessary equipment: However teachers believed that classes, where teacher specialists work with children with special education needs, should be light and bright: desks must be comfortable special working tools are required so as to make through games and pictures the training process more accessible and pleasant.
5. Inclusive school are lacking professional specialist: A team of different specialist school work with children with special education needs. A general education teacher, a special education teacher, a Psychologist and special

- therapist, should work with such children irrespective of their number and specularities. In fact it is hard to recruit such a comprehensive team.
6. Drawing up a curriculum: This curriculum should be drawn up individually for each student, Jointly by teachers and Parents. However many Parents do not even know about the possibility to Jointly draw up a curriculum and some teachers do not pay much attention to developing individual curriculum.
 7. Children with special educational needs are seen as unhealthy and unfit: Some teachers still believe that children with special educational needs are brought to school just to take a child out, so that he/she communicate.
 8. Lack of advanced training course for teachers: A part from specific knowledge about inclusive education teachers should also develop skill in their major. When working with children with special educational needs, the questions are often raised that teachers have no answer to.
 9. Inclusive Education should start from Pre-School institutions: Children are locked up home until the age of 6 and then are taken to school. They are experiencing certain psychological problems stress, the integration process is quite difficult for them.
 10. Schools (alike the major part of the society): Still have a biased, discriminatory, stereotypical attitude towards children with special education needs.

SUGGESTIONS

Education to children with special needs has come a long way, from special education integrated education from integrated education is inclusive education. It requires education of children with special needs in regular schools, in their own community and by regular teachers. Inclusion values diversity. It acknowledges every learner's fundamental right to learn and accept that every child has unique abilities and needs.

This has been supported by number of policies and programmes from time to time. The education commission (1966) drew attention to the education of children with disabilities. The National Education Policy (1968) followed the commission's recommendation and suggested the expansion of educational facilities and development of an integrated programme to enable the handicapped children to study in regular school. The scheme integrated education for disabled children (1974) laid emphasis on enrolling children with disabilities in regular schools. The world declaration

of education for all (1990). The district primary education programme (1994) the person with disabilities Act (1995), recommended change in curriculum, assessment and removing architectural barriers the Sarva Shiksha Abhijan (2000), the constitutional Provision, Article 21, for making education a fundamental right which covers all the children, right to education Act (2009). Where instrumental for accelerating the pace of all the efforts made in the direction. The National Policy of education (1986) and revised policy in (1992) are the guiding policies at all levels as it promoted the integration of children with mild disabilities in to the main stream as stated. The objective should be to integrate the physically and mentally handicapped with the general community as equal partners to prepare them for normal growth, and to enable them to face life with courage and confidence.

CONCLUSION

In India Right to education act 2009 ensures education to all children irrespective of their caste, religion, ability, and soon. It is essential to build inclusive society through an inclusive approach in doing. So we have challenged commonly held beliefs and developed a new set of core assumptions. Inclusion is more than a method of educating students with disabilities. It stresses that each child, regardless of the intensity and severity of his or her disabilities is a valued member of society and is capable of participating in this society. A good inclusive education is one that allows all the students to participate in all aspects of classroom equality or close to equal. To meet the challenges the involvement and co-operation of educators, parents and community leaders is vital for the creation of better more inclusive schools. The government of India is trying to improve its education system focusing on the inclusive approach. The challenges can be overcome by rising awareness of human rights in communities and publicising positive examples of disabled children and adults succeeding in inclusive education and in life beyond school as a result. We need to develop an inclusive design of learning to make the education joyful for all children so that the education for them is welcome, learner friendly and beneficial and they feel as a part of it not apart from it. Therefore inclusion arose as a good solution to the question of how to educate these children more effectively.

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