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Condition of inclusive education in present scenario in India

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Abstract

Inclusion in education refers to a model wherein students with special needs spend most of their time with non-special needs students.

It crosses the content of special education with an individualized education program or 504 plan. It is built on the notion that it is more effective for students with special needs to have mixed experiences for them to be more successful in social interaction leading to further success in life. Questions arise about Inclusive education, what are the challenges and hurdles coming for achieving the goal of inclusive education? Whether the resources are effectively and efficiently delivered for all children? Is the environment appropriate for children with disabilities? Keeping these questions in mind, this research contains about inclusive education, including its important hurdles and the need for amendment and implementation procedures.

Keywords: Inclusive education, theory, special need student, amendment, implementation

Introduction

Inclusive education is a new approach towards educating the children with disabilities and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area and seeks to maximize the potential of all students. This research explores inclusion's roots in the broader movement for civil rights in democratic societies ^[1]. Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high-quality instruction, interventions and supports that enable them to meet success in core-curriculum (Bui, Quirk Almazan & Valenti, 2010) ^[48]. The school and classroom operate on the same premises: The students with disabilities are as fundamentally competent as students with disabilities. Much of the movement is related to legislation that students receive their education in the least restrictive environment (LRE). Successful inclusive education happens primarily through accepting, understanding and attending to students' differences and diversity which can include physical, cognitive, academic, social and emotional.

According to Valenti (2010), ^[48] "Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum" According to UNESCO (2017) ^[49], "Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages to Inclusive systems require changes at all levels of society".

According to Mikael (2016) ^[50], "Inclusive education – also called inclusion – is education that includes everyone, with non-disabled and Disabled people (including those with "special educational needs") learning together in mainstream schools, colleges and universities".

According to UNICEF (2017) ^[49], "Inclusive education means that all students can access and fully participate in learning alongside their similar-aged peers. Teaching and learning strategies are adjusted to meet students' individual needs. Inclusive education encompasses all aspects of school life and is supported by culture, policies, programs and practices".

The fundamental principle of inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have.

Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality.

Education to all through appropriate curricula, organizational arrangements, teaching ^[2] strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school.

Concept of Inclusive Education

The term “special Need Education” (SNE) has come into use as a replacement for the term “Social Education”. The statement states, “Those with special educational needs must have access to regular schools which should accommodate them within centered pedagogy capable of meeting these needs”.

But marginalization and exclusion of these pupils result in the growth of inferiority complexes among them and their parents/guardians. This leads to the vision of “Inclusive Education.” Inclusive Education aims at the integrated development of children with special needs and normal children through mainstream schooling. (International Standard Classification of Education ISCED, 1997) ^[51].

Benefits for Students

Many studies over the past 3 decades have found that students with disabilities have higher achievement and improved skills through inclusive education and their peers without challenges benefit too. (Newman, 2006) ^[42] For students’ disabilities (SWD), this includes academic gains in literacy (reading and writing), better communication skills, and improved social skills.

Their peers without disabilities also show more positive attitudes in these same areas when in inclusive classrooms. Research shows the presence of SWD gives non-SWD new kinds of learning opportunities. By learning how to help another student their own performance improves. Teacher plays take into greater consideration their devices for SWD learning; they provide instruction in under range of learning modalities. (Bui, *et al.*, 2010) ^[48].

Indian Scenario

Till 1990s ninety percent of India’s estimated 40 million children were in the age group of 4-16 yrs. with physical and mental disabilities are being included from the main streams of education. The overwhelming majority of them are of callous school management and over-anxious parents of abled children in a travesty of humanity and social justice.

Against this backdrop of continuous neglect, there are urgent need to find ways for developing the potential of this large proportion of challenged children ^[3].

Historical Perspective

First education services for students with SEN were provided for deaf and blind students in Europe in the 18th century and improved during the 19th century. (Salend and Duhaney, 2011) ^[52]. At those times, individuals with disabilities were considered as uneducable and useless so SEN was viewed as a Charity issue rather than human rights (Ainscow, 1999, Petars 2003) ^[53, 54].

In the 1960s, efforts of advocacy groups and concerns about change in education from segregation to integration. (Ainscow, 1999) ^[53].

The concept of inclusion first gained recognition in Canada and the USA then in the UK (O’Brien and Forest, 2004) ^[55]. In 1994, the Salamanca statement was promulgated by

UNESCO which called for countries to promote inclusive settings (UNESCO, 1994) ^[56] this statement was adopted by 92 countries and 25 organizations and inclusion was raised to a global level. (Artiles and Dyson, 2005) ^[57].

In India, a formal initiative undertaken by GOI was the Integrated Education for Disabled Children (IEDC) scheme of 1974 (NCERT, 2011) ^[58]. The Kothari Commission (1966) highlighted the importance of educating children with disabilities during the post-independence period (Pandy, 2006) ^[59]. In the 1980s, the Ministry of Welfare, Govt. of India realized the crucial need for an institution to monitor and regulate the HRD programmes in the field of disability rehabilitation.

The National Policy on Education, 1986 (NPE, 1986) ^[60] and the Programmed of Action (1992) stresses the need for integrating children with special needs with other groups. The GOI implemented the District Primary Education Project (DPEP) in 1994-95. Sarva Shiksha Abhiyan (SSA) was launched to achieve the goal of universalisation of elementary Education in 2001, is one such initiative. 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 provided with meaningful and quality education. National Curriculum Framework (NCF) 2005 has laid down a clear context of inclusive education.

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 standard 9 and 10. The scheme was subsumed as Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013.

“Barrier-free access to education for all children with disability” is the latest provision 4 made in New Education Policy (NEP) 2020.

Studies show that inclusion is beneficial for all students — not just for those who get special education services. In fact, research shows that inclusive education has positive short-term and long-term effects for all students.

The same research shows that their peers benefit, too. They’re more comfortable with and more tolerant of differences. They also have increased positive self-esteem and diverse, caring friendships.

Researchers often explore concerns and potential pitfalls that might make instruction less effective in inclusion classrooms (Bui *et al.*, 2010; Dupois *et al.*, 2006) ^[48, 61]. But findings show this is not the case. Neither instructional time nor how much time students are engaged differs between inclusive and non-inclusive classrooms. In fact, in many instances, regular students report little to no awareness that there even are students with disabilities in their classes. When they are aware, they demonstrate more acceptance and tolerance for SWD when they all experience an inclusive education together.

Differentiated instruction and co-teaching in a general education classroom make it easier for students with standards-based IEPs to be taught the same material as their classmates. Inclusive education is essential for primary and secondary levels of school for the betterment of the child’s progress.

In some schools, at primary or secondary level only certain classrooms are designated as inclusive. In that case, schools may assign general education students randomly to inclusive or non-inclusive classes. Other schools may choose students

who benefit from the emphasis on meeting the needs of all learners at all ability levels.

Investigate the supports and services that might be available in an inclusive classroom. Explore the various models of collaborative team teaching and read an interview with an inclusion specialist about what inclusion looks like in action.

Some more changes are still required in this field for better development of students at the primary and secondary levels. This forced me to select this as my research topic.

2. Importance of proposed research work

- The Right to Education (RTE) must apply to all citizens of India. State and central Governments as well as all the other social actors should recognize the importance of a broadened concept of inclusive education that addresses the diverse needs of all 5 learners.
- A policy of inclusion needs to be implemented in all schools and throughout the Indian education system (NCF, 2005) [62]. Schools need to become centers that prepare children for life and ensure that all children, especially the differently abled children from marginalized sections, and children in difficult circumstances get the maximum benefit of this critical area of education.
- The preparation of teachers for rural special education programmes should be planned differently, as the aim of these programmes would be to integrate disabled persons in their own environment and community.
- As a system, inclusive education should be flexible. Its flexibility must be reflected in the methods and materials used to give these children the widest possible access to the regular curriculum.
- A school-based support team should develop strategies for the whole school to meet the needs of learners with special educational needs. This team should also be a resource for teachers experiencing problems in their classrooms.
- The school has the primary responsibility for helping children learn alongside their typically developing peers. An inclusive school must enable education structures, systems and methodologies to meet the needs of all children, particularly those who face the greatest barriers to achieving their right to education.
- Parents have a right to be involved in all decision-making concerning their children. They should be seen as partners in the education process. Where there is such cooperation, parents have been found to be very important resources for the teachers and the schools.
- Bringing special children into the mainstream requires adjustments that schools need to make in advance. Transport facilities should be altered, so that these children can move around with relative ease. Architecturally, there should be ramps and wheelchair access constructed in service areas such as toilets.
- Student-oriented components, such as medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance and stipend for girls, support services, assistive devices, boarding the lodging facility, therapeutic services, teaching-learning materials, etc. should be provided according to the needs of the students.
- Differently abled children should be treated equally as

the normal children and instead of looking at them in sympathy their talents and abilities should be recognized for their self-respect and welfare of the society.

- Necessary school supplies such as audio learning or textbooks in Braille should be made available. Suitable modification to the examination system may be required, so as to eliminate pure mathematical and logical assessments.
- Teachers' attitudes towards inclusive education could be formed and developed in the context of an educational system which can provide some specific conditions in order to have good practice in this field.
- Families with children without disabilities should develop relationships with families with children with disabilities and be able to make a contribution.
- In-service training programmes of two to three weeks' duration for general educators and special educators in all the disabilities and in specific areas of disability should arrange to effectively teach children with disabilities.
- Those schools that are committed to taking in children with special needs, then teachers must attend workshops in order to be adjusted to the child's needs.
- Periodic evaluation of the training programmes and constant updating to meet the challenges of changing trends in special education should be part of the planning of teacher preparation.
- Inclusion should not be the sole responsibility of the specific class teacher. Everybody should be involved and take responsibility. Training for teachers should be sustained and ongoing. It should most importantly focus on attitudinal change.
- The reform of the curriculum should be made in parallel with a proper training for teachers regarding their knowledge of inclusion and its principles. The curriculum for each of the above programmes should be carefully developed by an expert group which includes practising special teachers.

3. Objective of the study

1. Examine the factors which may influence the development of self-concept in children with disabilities in inclusive settings.
2. Examine the experiences of children with disabilities in inclusive schools. 3. Suggest strategies to enhance the experience of children with disabilities in inclusive schools.
3. Whether inclusive education is implemented in schools properly.

Significance of the study

- Periodic evaluation of the training programmes and constant updating to meet the challenges of changing trends in special education.
- Inclusion should not be the sole responsibility of the specific class teacher. Everybody should be involved and take responsibility.
- The reform of the curriculum should be made in parallel with a proper training for teachers regarding their knowledge of inclusion and its principles.
- The curriculum for each of the above programmes should be carefully developed by an expert group which includes practising special teachers.

Research Methodology

A Random Sampling Method was used to select participants for this study. The survey method is suitable for getting the right information of current facts. So a research survey method will be used to collect the requisite information for the study. "Random sampling is a part of the Sampling Technique in which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total population". (Crewell, 2012) Research Design.

A Survey Design was utilized for this study. A two-part questionnaire was used for the collection of data from the respondents.

- Part 1 questionnaires designed for students feedback.
- Part 2 questionnaires are designed for teachers to understand the challenges faced by them in implementing inclusive practices.

Population

A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics.

Sample

The study of the total population is not possible and it is also impracticable. The practical limitation cost, time and other factors which are usually operative in the situation. So sampling methods have been introduced to make the research finding economical and accurate. Simple random sampling is the basic sampling technique where we select a group of Subjects (a sample) for a large group (a population). Each individual is chosen entirely By chance and each member of the population has an equal chance of being included in the Sample. In the present study, the sample will be obtained using the method of simple random sampling technique ^[8].

Research Tool

Anything that becomes a means of collecting information for your study is called a research tool or research instrument. For example, observation forms, interview schedules, questionnaires and interview guides are all classified as research tools. In this research study questionnaires are taken as a research tool.

Conclusion

In my research, I found about inclusive education that too little progress has been made since the international breakthrough for inclusive education with the Salamanca Statement (UNESCO 1994) ^[56]. Consequently, we need better theories with regard to how more inclusive practices can be created. Especially if we mean that inclusive encompasses all people. The prior theory has been either too restricted or too removed from practices often inclusive research has been a disguise for traditional special need research the points of departure of the argumentation in this paper has been then it is important to be explicit about what it meant by inclusive and the stand is taken that inclusive involves all students and, in some instances at least, the creation of communities in schools and classes. Inclusive education is a complex phenomenon that needs to be implemented so positively so special need students can take benefits from it.

Future recommendations for the study

- **Teachers quality:** There is evidence that the parents believe that teachers are not sufficiently informed on knowledge to manage and educate a child with sen. There is a widespread belief among parents that it often falls on them to fill this information gap.
- **Assessment procedure:** The study shows that parents generally express satisfaction with the assessment process. However, they also report a preference for early assessment of their child.
- **Collaboration:** There should be better collaboration of parents and teachers required for the betterment of students' development.
- **Self-esteem development:** Equipping the workforce with the skills needed to support engagement by parents and teachers to develop self-esteem in students.
- **Social-skill:** Effective efforts need to develop in terms of social-skills development of students for future endeavours ^[9].

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