

**INCLUSIVE EDUCATION IN INDIA****Dr. Vaishali Shinde***Adhyapak Mahavidyalaya, Aranyeshwar ,Pune -9***Abstract**

*The present paper focuses on meaning of inclusive Education, Definition of Inclusive education. Education in India is Primarily the responsibility of the State governments, Policy Framework, Education of persons with Disabilities Act 1995 talks about Equal Opportunities, Protection of Rights and Full Participation. Presidency Government gave financial aids and other assistance to institutions. Sargent Report emphasizes that provisions for the handicapped was to form an essential part of the national system of education, The act IEDC-1974 talks about Integrated Education of the Disabled Children, It says that disabled children should be integrated in the main stream of education. National Policy of Education-1986-recommended integrated education in general schools for children with locomotor handicaps and other mild disabilities, The present paper throws light on Rehabilitation Council of India (RCI) Act, 1992, Persons with Disabilities (Equal Opportunities, protection of Rights and Full Participation), The National Council For Educational Research and training preparation courses for special education, Distance education and open learning system of the National Open school as also the Indira Gandhi National Open University to provide school level education and higher vocational education and training to persons with disabilities.*



*Scholarly Research Journal's is licensed Based on a work at [www.srjis.com](http://www.srjis.com)*

**INTRODUCTION:**

Inclusion is an educational practice in which children with various challenges of learning (disabilities) are educated in classrooms with children without these challenges. The purpose of inclusion is to make sure that students with special needs are integrated in the general education setting for as much of the day as possible, with the supports they need to be successful. Inclusion strategies can be included with co-teaching, consultative services, paraprofessional support, modifications to curriculum or testing, accommodations for specific special needs, and other services an individual student needs in order to access the district curriculum in a general education classroom.

Inclusive school is a school that encourages special needs students and students without special needs to learn together in the belief that they will be able to learn to live together. Inclusive schools integrate all the students, even those with most severe educational

disabilities,into the same classes.Teaching assistants are assigned to help the students with special needs progress.But regret to say that the concept of an inclusive school is controversial and its benefits and drawbacks are not fully understood or researched!Therefore,it now becomes the responsibility of the teacher-educators to give proper training to their pupil-teachers regarding how to teach to those children who are really in need of social educaton.The job of the teacher-educator should not be just to pump the knowledge in their pupil-teachers from a vessel floating in the air into empty vessels lying below!Each attempt has to be a sincere attempt on the part of teacher-educators.It is rightly said-

Good teachers make good schools.

Good schools make good students.

Good students make good citizens,and

Good citizens make good nation.

The inclusive education system includes learners who are struggling to keep up with the official curriculum,those who have different home backgrounds,differentlanguages,those who are physically challenged,have different talents,different cultures and different value systems.

Education in India is primarily the responsibility of the state governments: Today 10+2 years of school education is the pattern prevailing all over the country.The National Policy on Education,1986,recommended Integrated Education in general schools for children having mild and moderate disabilities. The scheme of Integrated Education for the Disabled children was launched in 1974. So far approximately 90,000 children with disabilities have been integrated in 18,000 general schools across the country. In addition ,one lakh children with disabilities are going to 3000 special schools that are run by both Government as well as NGOs. Various projects and schemes undertaken by Governmental and Non-governmental bodies have helped in strengthening the implementation of integration of the disabled children.

The Persons with Disabilities (Equal Opportunities ,Protection of Rights and full Participation) Act, 1995,enjoins upon the Government to ensure that every disabled child has access to free education in the appropriate environment till 18 years of age.

### **Policy Framework:**

1]45 of the Indian Constitution calls upon the state to provide free and compulsory education for ALL children until they complete the age of fourteen years.

2] Education in India is primarily the responsibility of the State Governments.The 42<sup>nd</sup>

amendment of the Constitution in 1976, placed Education in the Concurrent List (Union and State), the objective being to facilitate evolution of National policies in the field of Education. A broad uniform educational pattern has emerged all over the country comprising 10 years of school education from 6 to 16 years, followed by two years of higher secondary education from 17 to 18 years and three years of tertiary education from 19 to 21 years for obtaining the first degree.

**Education of persons with Disabilities:**

1. India has a history of providing services for the persons with disabilities as part of its social and economic design more in inclusive fashion than by 'segregation'. According to Miles, M., (1994) whereas there was no nationwide plan to provide disability services, there were voluntary organizations taking care of the needs of disabled people and the Presidency Government gave financial aids and other assistance to institutions serving people with disability from the 19<sup>th</sup> century onwards as shown in many official records.

2. In 1994, the Central Advisory Board of Education published the comprehensive report on the post-war educational development of the country (Sargent Report). It is interesting to note that in this report, provisions for the handicapped was to form an essential part of the national system of education, administered by the Education Department. The handicapped children were to be sent to special schools only when the nature and extent of the defects made it necessary.

3. In 1974, the government launched the scheme of Integrated Education of the Disabled children (IEDC), which was modified in 1992. The scheme intends to provide education opportunities for the disabled children in common schools to facilitate their retention in the school system. It calls for the children in special schools to be integrated in common schools once they acquire communication and daily living common skills at the functional level.

4. The National Policy of Education, 1986, recommended integrated education in general schools for children with locomotor handicaps and other mild disabilities, orientation and pre-service training for general teachers to meet special needs of these children, provision of vocational training, establishment of special schools for severely disabled children and encouragement of voluntary organizations in these tasks. The Programme of Action 1992, It focused on the need for including education for children with disabilities as an integral component in training for educational planners and administrators and stressed that education of the handicapped should form an essential component in all externally assisted basic education projects either existing or on the anvil.

5.The Rehabilitation Council of India(RCI) Act,1992,regulates the manpower development programmes in the field of special education.

6.The Persons with Disabilities (Equal Opportunities,Protection of Rights and Full Participation) Act,1995,enjoins upon the Government to ensure that every disabled child has access to free education in an appropriate environment till the age of 18.

7.The National Council For Educational Research and Training has also initiated special education teacher preparation courses,and involved itself in research and innovative experiments towards providing access to all such children in the country.It has established the Integrated Education Cell which resulted in promotion of networking across the Ministries,Institutions,schools and NGOs.The NCERT continues to play an important role in the promotion of Inclusive Education at different levels and through a variety of initiatives.

8.The initiatives have been taken under the distance education and open learning system of the National Open School as also the Indira Gandhi National Open University to provide school level education and higher vocational education and training to persons with disabilities.A centrally sponsored scheme has recently become functional for upgrading the existing polytechnics to integrate the physically disabled persons in the mainstream of technical and vocational education.

9.The children with disabilities enrolled under project on Integrated Education of the Disabled,a UNICEF supported project introduced in 1987,showed on an average 91 per cent retention rate which was much higher than for the non-disabled children .The financial support appeared to be one of the most effective factor for this retention pattern besides parental awareness and improved school climate .Absenteeism was also low among children with disabilities. Even the achievement of such children was at par with that of non-disabled children.

10.To strengthen integration of the children with disabilities in schools,the District Primary Education Programme (DPEP),a centrally Sponsored Scheme currently being implemented in 149 districts in 14 States has evolved parameters for funding various interventions like community mobilization,early detection,in-service teacher training,resource support at the block and district level,educational aids and appliances and removal of architectural barrier.

In the fifty years since Indian independence,only two percent of learners had received inclusive education.Underpinning the acute marginalisation that exists are certain cultural and social values dominating the minds of people,and standing as barriers to inclusion.The researcher will ,therefore,attend to these socio-cultural values ,and also highlight the developments made with regard to inclusion in India.

**Reference**

- Rao Usha, (2012) Inclusive Education, Himalaya Publishing House, New Delhi.*  
*Mustafa K.M., (2016) Inclusive Education, A.P.H. Publishing Corporation, New Delhi.*  
*Hallahan, D.P., and Kaufman, J.K. (1988) Exceptional children, Introduction to special Education, N.J. Englewood cliffs.*  
[www.ncbi.nlm.nih.gov](http://www.ncbi.nlm.nih.gov)  
[www.somds.k12.nj.us/cms/lib7/NJ10011050/Centricity/Inclusion/spring2014](http://www.somds.k12.nj.us/cms/lib7/NJ10011050/Centricity/Inclusion/spring2014)