



## India's Inclusive Education: Barriers and Contingency

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### ORIGINAL ARTICLE



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### ABSTRACT

*Inclusive education is a system of education that caters to the needs of all children, regardless of their background, abilities, or disabilities. It aims to provide all children with the opportunity to learn and grow together in a regular classroom setting. There are several reasons why inclusive education is crucial. It contributes to the development of a more equal and just society in which everyone has the opportunity to fulfill their full potential. It also promotes social cohesion and understanding by teaching children from all backgrounds to interact with and learn from one another. In India, an estimated 30 million children are not attending school (MHRD data reported by World Bank), many of whom have been excluded by factors that include poverty, gender, sickness, and caste. The predominant help for inclusive schooling has arrived from the 1994 World Conference on Special Education in Spain, which emphasized that: Schools need to accommodate all children irrespective of their bodily, highbrow, social, emotional, linguistic or different conditions. In recent years, India has made significant progress in promoting inclusive education. The Right of Children to Free and Compulsory Education Act of 2009 (RTE Act) guarantees all children, including those with disabilities, have an obligation to an education. Furthermore, the Government has launched a number of attempts to assist inclusive education, such as the Inclusive Education of Disabled at Secondary Stage (IEDSS) programmes and the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme. In this paper has tried to talk about the troubles related to the demanding situations and views of inclusive schooling in India and how to solve that troubles or challenges. This*

is followed by means of a dialogue of implications for the future of inclusive schooling for children in India.

## KEY WORDS

*Inclusive, Education, Barrier, Contingency, Approach.*

## INTRODUCTION

Inclusive learning refers to a school system that meets the requirements of all pupils, regardless of their background, abilities, or difficulties. Its goal is to offer all children the chance to study and grow together in a typical classroom setting.

Inclusive education is based on the premise that every pupil, irrespective of their particular differences, have an equal opportunity to a decent education. It also acknowledges that kids of every age have the ability to learn and contribute to the school community.

There are several reasons why equitable educational opportunity is essential. It contributes to the development of a more equal and just society in which everyone has the opportunity to fulfil their full potential. It also promotes social cohesion and understanding by teaching youngsters from diverse backgrounds how to interact and study together.

The UNESCO Salamanca Statement on Special Education defines inclusive education as follows:

➤ Inclusive education is the process of meeting the needs of all learners through boosting involvement in learning, cultures, and communities, as well as decreasing exclusion from education and learning. It entails revisions and modifications to content, teaching styles, structures, and strategies, all with a shared vision for all learners.

➤ To put it another way, inclusive education is creating a learning atmosphere in which all children feel welcomed, encouraged, and challenged. It focuses on ensuring that every one of children, irrespective of their past experiences or talents, have the opportunity to achieve.

## Literature Review

Education is a potent tool for social transformation that frequently stimulates upward movement in the social structure. As a result, the gap between different sections of society is being bridged. The educational situation in the country has changed dramatically throughout the years, resulting in improved educational offerings and practices. Since the adoption of the UNESCO's Salamanca statement and the framework for implementation on students with special needs (UNESCO, 1994), the inclusion of children with special needs in educational settings has been a key service choice.

**According to Nor -which, (1996):** Inclusive education is an effort to recognise and account for the similarities of learners while also taking into consideration variations and diversity among individuals .

**According to Lipsky and Gartner (1997):** inclusive learning is not an educational reform. It is the result of the desire to reform the public education system in order to suit the needs of a changing society. They go on to state that it is a method that serves both average children and those with special needs. Their thesis is that inclusive education is not only a feature of a democratic society, but it is necessary to it. It is an attempt to address each child's unique needs in a typical school context. Regardless of impairment, all children strive to participate in all aspects of school life.

**According to Farrel (2004):** Inclusion may entail a variety of things to different individuals, it is commonly understood to signify the extent to which a school or community accepts and values children with special needs as full members of the group. The children actively participate in, and are welcomed by, the typical educational institution and society.

**(Loreman et al, 2005) said:** It is an educational practice that advocates for equitable access to educational opportunities for all children, regardless of physical, intellectual, emotional, or learning disability.

**(Ainscow, 2005; Engelbrecht and Green, 2007) said:** Consequently, inclusive learning involves all learners' presence, involvement, and achievement. Inclusive education involves integrating students who have impairments in ordinary classrooms meant to accommodate kids who don't possess impairments.

**According to (Rustemier, 2002, Rieser, 2009):** The goal of inclusive education is to eliminate historical exclusion within and outside the school by enacting or changing legislation, policies, and educational management practises to promote reorganisation of educational systems and acceptance of all students despite their distinctions.

**According to (UNICEF, 2009) reported:** Distinctions among pupils can be attributed to disability, gender, size, colour, or ethnicity, and disability is simply one of these distinctions that does not limit one's power and talents. Inclusive education recognises that diversity are valuable and contribute to creativity, and that it is through them that ideas are shared and experienced. In other words, inclusion entails altering systems to be inclusive of all people, rather than simply integrating people with disabilities into existing institutions.

**(Jarvis, 2019; OECD, 2019) said:** Both preservice and practising teachers report feeling unprepared to teach students with impairments and special educational needs.

**According to (Ainscow & Sandill, 2010; Kinsella, 2020):** Despite legal and policy imperatives regarding inclusive education, there is still a lack of agreement in the area about the definition of inclusion and associated models of inclusive practise.

**According to S. Ray report(2022):** Despite the introduction of numerous regulations, acts, and schemes, the ultimate achievement has not been realized in India. As a result, in addition to the Government, teachers and guardians must be knowledgeable about inclusion in school. And every youngster must have access to education. Every youngster should receive provided equal dignity and respect without any discrimination. Only then can inclusive education be a huge success within our country.

## India Requires Inclusive Education

Traditional educational institutions with an equal concentrate, as reported by UNESCO (1994), are among the most successful at eliminating discriminatory attitudes, establishing a society that is welcoming, and achieving education for everyone. Additionally, UNICEF (2003) estimates that approximately 70 percent of students with impairments, which includes those with mild schizophrenia, may attend traditional educational institutions stipulating the setting has been created to be accessible and that the organization is prepared to make adjustments for them.

1. RTE requires mandatory and free schooling for all children aged 6 to 14. Universalization of Elementary Education (UEE) is the primary goal of RTE-SSA. This purpose of UEE has been aided further by the Constitutional (86th Amendment) Act, which establishes free and obligatory elementary education as an inherent right for every child age 6 to 14 years. As a result, inclusive education has emerged as an essential element of SSA.
2. In India, over 92 percent of impaired children live in rural areas. The number of special schools and integrated education programmes is limited, and they are unable to accommodate all disabled students. As a result, inclusive education is required to ensure that all impaired children have equal educational opportunities.

## Inclusive Education Principles

These Principles were developed together with faculties and divisions to inform pedagogy, curriculum creation, and teaching across the University, either on campus or in the Cloud. The nine basic principles are very strongly related with Deakin Design principles and can help to improve both inclusivity and course and unit design.



## Objectives of Inclusive Education

The following broad objectives guided the current study:

1. Research the notion of inclusive education in the context of the Indian situation.
2. Research the demand for inclusive education in India.
3. Research the challenges that various stakeholders confront in implementing inclusive education in India.
4. To investigate the future implications of various stakeholders in dealing with rising problems and issues concerning the integration of children with special needs.

## The Study's Methodology

The research study is conducted using secondary sources of data due to the availability of resources and the practicability of the current study article. Secondary data has been collected from multiple the written word. Journals, research articles, and more and more. The study's methodology also incorporates the ideas and works of other researchers in the field. of studies and academia.

## Indigenous Education in A Global Context

We have a rich cultural heritage for inclusive education in India, and India has always been and continues to be an inclusive society in the sense that an array of cultural and religious beliefs exist. Recommendations to send disabled children to mainstream schools were originally made in the 1944 Sargent Report, and then reiterated in 1964 by the Commission headed by Kothari (Julka, 2005). Despite this, progress continues to be gradual, with segregation in particular educational institutions dominating the scene until recently. The Equal Opportunity and Rights of Persons with Disabilities Act of 1995 was a ground-breaking piece of legislation that provided for the educational and financial rehabilitation of people with disabilities.

## Need for Inclusive Education in India

Traditional educational institutions that have an equitable orientation are among the most effective in battling prejudice, developing a society that is welcoming, and providing schooling for all else, according to UNESCO (1994). In addition, according to the UNICEF foreword from 2003, which focused on inclusive schooling in the nation of India, "70% of kids with disabilities, such as those with minor schizophrenia, are eligible for traditional schools stipulated the setting has been created to be readily available and the school is prepared to adapt for them. "

1. RTE requires all children below the ages of 6 and 14 to get a free, compulsory education. The universalization of elementary education (UEE) is the main goal of RTE-SSA. The Constitutional (86th Amendment) Act, which made free and mandatory elementary education a Fundamental Right for all children in the age range, has further helped this purpose of UEE. The Basic (86th Amendment) Act, which declared free and mandatory primary schooling a Fundamental Right for every kid in the

ages range of 6 to 14 years, further strengthened achieve the goal of UEE. As a result, inclusive education has emerged as a key SSA component.

2. In India, rural areas account for more than 90% of the population with disabilities. There are not sufficient special schools or integrated education programs to accommodate all impaired learners. Therefore, inclusive education is required to give pupils with disabilities equal educational opportunities.
3. There are impaired children of various sorts in the majority of the United States. As a result, the education of the impaired child must be provided by the general school. Therefore, inclusion for these is unavoidable.

### **Contingency of Inclusive Education**

- Gives students with disabilities access to the same textbooks and courses that the majority of students without disabilities use.
- The gifted and the handicapped can study in accordance with their capabilities and needs thanks to inclusive education.
- Equal educational opportunities are given to special-needs youngsters. Human rights and social justice are the cornerstones of inclusive education.
- There should be no special education for children with exceptional needs because it is expensive, ineffective, and humiliating.
- Students having particular requirements receive adequate education through inclusive education, which gives them the chance to succeed and protects the children's interests.
- According to inclusive education, educational institutions must do all possible to make their programs and facilities accessible.
- Inclusive education firmly argues that educational institutions have to render their facilities and programming available to physically challenged students to the greatest extent practicable. Students who are interested in furthering their education should be given particular attention.
- Students with particular learning requirements can be successfully integrated in mainstream education with the correct training and support, in addition to excellent strategies.
- Inclusion of special children in inclusive learning means a procedure by which schools, local educational entities, and others generate their cultures, policies, and adheres to with a goal to include all students.
- Inclusive education services provide a broad spectrum of solutions and take consideration of the points of view of parents as well as students.

### **Challenges and Issues**

Despite the Government's efforts to develop policies that are inclusive of individuals with impairments, its enactment efforts have not resulted in a school system that is inclusive, nor have they achieved their aim of "education for all" across the country. It is due to a variety of external as well as internal barriers. These obstacles that children with disabilities experience are summarized here.

#### **Special Educational Needs' is the first term. Inclusion 'Barriers'**

According to Clough and Corbett (2000), the concept of "special educational needs" inherently acts as a "barrier" to inclusion. Identifying for kids with particular learning requirements requires labelling and extra attention, neither of which advances to an inclusive schooling mission. This discrimination runs antithetical to the entire idea of inclusion. To remedy this, the Salamanca Programme of Actions suggests changing the phrase "special educational needs" to "inclusive education."

#### **Psychological Barriers**

Negative and non-cooperative attitudes of stakeholders such as members of society, peers, and

instructors, among others, that impede inclusion are:

- a. **Discrimination and social exclusion:** Disabled individuals are socially isolated by non-disabled people in less developed civilizations because it is widely held that educating the disabled is pointless and fruitless. Many people are marginalised because of factors such as poverty, gender, and caste. Social exclusion and unfavourable views lead to social prejudice and isolation, which creates barriers to inclusion.
- b. **Peer Influence:** Peers in school, as most near on the standard, play an important part in the lives of disabled children. Students who have impairments are frequently mocked and tormented by their non-disabled peers. Bullying is a risk for people with all forms of disability. As a result, a negative peer attitude proves to be a significant impediment.
- c. **Regular Teachers' Attitude:** Regular instructors' embrace and dedication to promoting inclusion are influenced by two general mindsets. To begin with, ordinary instructors regarded students with impairments as the duty of resource teachers. Second, they saw disabled children to be a 'disturbance' in the classroom, producing diversions that delayed course completion. As a result, they prefer to disregard their existence and focus on executing their educational plans.

### Schools as Barriers

The following are the challenges that students with impairments experience after being admitted to inclusive schools:

- a. **Admission:** Children with disabilities who want to attend an inclusive school have a higher struggle in gaining admission. Most inclusive schools enrol children with just mild disabilities, according to observations. They also favour parents who are willing to take on more responsibilities for their child. Inability of parents to afford hefty tuition, particularly in the case of private institutions, is another barrier to admittance.
- b. **Accessibility Issue:** In some cases, the lack of a school or its location in an inaccessible area is a major barrier to disabled students receiving inclusive education. Students have trouble getting to school on their own or with the assistance of others.
- c. **Structures and Infrastructure:** Children with impairments may experience obstacles if the structure was not designed with their ability to move needs in consideration. Most school structures aren't sufficiently catering to the needs of these students. Students with special needs are unable to access all areas of the campus, including playgrounds, restrooms, the library, entrances, hallways, steps and high ramps, outdoor spaces, and so on.
- d. **Materials and Technology:** Teachers rarely employ visual support when working with hearing impaired students. Similarly, schools frequently do not provide Braille slates, Braille sheets, or Braille-Text books for the visually handicapped.
- e. **Classroom Dimensions:** High teacher-student ratios are another issue in inclusive schools. In a typical classroom, there are approximately fifty to sixty kids. It is impossible for a teacher to deal with so many diverse students. With so many pupils, it can be difficult for students to acclimatise, and children with special needs may feel unusual in an ordinary classroom.

### Curriculum as a Difficulty

The curriculum is one of the key hurdles or tools to promote the development of a more inclusive system in any school system. Our curriculum in our country is unable to address the needs of a diverse range of learners. There is minimal room for local adjustments or for teachers to experiment with and try out new ways. Exams are overly content-oriented rather than success-oriented as a result of the knowledge-based curriculum. This also makes measuring the achievement achieved by kids with particular requirements difficult.

## Untrained Instructors as a Roadblock

Educators' instruction, talents, and viewpoints can all be major obstacles to inclusive education. Teachers are not sufficiently trained to teach youngsters who have particular requirements. Currently, teacher education is fragmented, unorganised, and insufficient, with separate programmes for disabled children and adolescents of general ability. As a result, if all teachers lack the required skills and favourable dispositions towards students with special needs, it is improbable that those students would receive a satisfactory education.

## Resources are limited

Inclusion is hampered by a lack of proper financial resources. Every institution would be required to make financial arrangements for amenities like as lifts, ramps, barrier-free classrooms, restrooms, and so on in order to be included. For easier access through doors, technology such as motion sensors, flush toilets, and automatic door buttons could be implemented. Learning resources for people with disabilities would be required. This could take the shape of a digital library, braille literature, and additional visual resources for students with hearing impairments, among other things. Financial resources would also be required to train and retrain faculty to teach people with impairments in an inclusive setting. This will necessitate an increase in Government education funding.

## Several Strategies for Implementing Inclusive Education

Inclusive education helps impaired children build a sense of accomplishment in their work because they feel as if they have accomplished something. We know that Albert Einstein had a learning disability yet went on to become the greatest thinker of the twentieth century. Education for disabled children with their non-impaired peers is regarded as one of the best ways to deliver education to the disabled. India's population (Shah, 2005; Shah et al. , 2014). The Indian Government must close the spaces in Their school system will be used to develop a robust inclusive education system in the country. As a result, there are The measures listed below are intended to improve the execution of equitable education in India. The major obligation for assisting youngsters in learning alongside their usually developing peers rests with the school:

- A welcoming educational institution has to provide schooling structures, processes, and techniques to satisfy the requirements of every student, particularly those who confront the greatest obstacles in obtaining their fundamental right to study.
- Bringing exceptional children into the mainstream necessitates planning on the part of schools. Transport facilities should be improved so that these children can move about with ease. Architecturally, ramps and wheelchair access should be built in service areas such as restrooms.
- School supplies such as audio learning or Braille textbooks should be made available. It may be necessary to modify the examination system in order to eliminate pure mathematical and logical judgements.
- Inclusion policies must be adopted in every institution as well as throughout the Indian education system (NCF, 2005). Institutions must transform into centres that educate adolescents for future and guarantee that every student, notably kids with disabilities from marginalised groups and children in challenging situations, benefit fully from this crucial area of education.
- Inclusion education, as a system, should be adaptable. Its adaptability must be mirrored in the methods and resources employed to provide these children with as much access to the regular curriculum as possible.
- The major obligation for assisting youngsters in learning alongside their usually developing peers rests with the school. An inclusive school must have educational structures, procedures, and methodologies that can satisfy the needs of all children, especially those who confront the most challenges.
- Curriculum reform should take place in tandem with effective teacher preparation in terms of awareness of inclusion and its principles.

- An expert group comprised of practising special educators should carefully create a course of study for every one of the aforementioned programmes.
- Student-oriented elements, such as healthcare and academic evaluation, documents and paperwork, clothing, transport allowances, the audience allowance and stipend for girls, support services, assistive devices, lodging and boarding facility, therapy services, teaching learning materials, and so on, should be provided based on the students' needs.

## **Inclusive Education's Prospects**

Inclusive education is an approach for making education universal, regardless of the learner's handicap, and for maintaining societal justice. It emphasises the inclusion of children with exceptional needs. In general school system without any demarcation and difference. Inclusive education is a good thing. a developmental method aimed at meeting the learning needs of all children, teens, and adults. A special emphasis is placed on those who are vulnerable to marginalisation and exclusion. A growing number of the philosophy of inclusion has been reinforced by books, policy papers, workshops, and so on. Some businesses, However, some individuals question whether a regular classroom can deliver a suitable education for impaired students. children. The Flagship objective is the primary goal of inclusive education. Recognising the right to education, the Flagship aspires to bring together all EFA partners in their efforts to offer access to quality education for every disabled child, youth, and adult. An coalition of different organisations, including global disability organisations, global development organisations, interGovernmental agencies, and professionals in the area of inclusive and special education, created the Flagship. To achieve this goal, all parties must commit to full engagement with individuals who have disabilities along with their loved ones in the planning and development of all Anchor activities. Encourage full participation of individuals suffering from disabilities and their families in the creation of policies and guidelines for people with disabilities' education at the local, national, regional, and global levels. Ensure that all Governmental institutions, donors, and non-Governmental organisations (NGOs) support the universal right to education for all disabled children, youth, and adults. If possible, regular classroom instructors should have access to specialist teacher supports. As a result, as educators, parents, and students, Teachers, educators, and others must make inclusive education a reality, not just a programme. but also as an ideology—an ideology founded on the principles of the human rights approach, on which emphasis is placed on emphasising the person and recognising his or her potential in the teaching-learning process.

## **CONCLUSION**

Many factors influence the efficacy of equitable learning in any context. Teachers are an example. A necessary component for ensuring the standard of kids' integration in schools and educational institutions for teachers. Educator preparation. All aspects must be committed to provide essential information and abilities for students of all backgrounds. Many of the obstacles to full and successful inclusion implementation have been recognised in the literature. Inclusion without 'sufficient' general preparation. Schools will not produce results that are satisfactory. It is critical that infrastructure difficulties, curriculum changes, and other issues be addressed. It is necessary to address educational materials. Building inclusive education capability must begin at the community level. Awareness actions such as community engagement and mobilisation are included. In short, such as children with disabilities in schooling is a difficult task that requires mass community mobilisation and involvement, as well as the provision of appropriate responses to a wide range of academic requirements of children with special needs in both formal and informal education configurations.

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