



Article Type: Review Article

Article Ref. No.: 21082500714AR

<https://doi.org/10.37948/ensemble-2021-CSI1-a001>



## ANALYZING THE EQUATION OF EQUALITY AND INCLUSION IN EDUCATION

Biplab Dey<sup>1</sup>✉, Preeti Bala<sup>2</sup>

### Abstract:

India is one amongst the countries where almost 40 percent of disabled students not enrolled to school and 27 percent have never had any formal education due to various ignorance from family, society and administration. To achieve the goal of universalization of primary education governing body realised that it must attract children with special needs towards school. Ministry of education along with ministry of social justice and management started to focus on education along with rehabilitation. Various non-profit and private group must take care of the education of children with special needs (CWCN) as only Government sector is not capable to handle it. Governmental agencies understood the fact that isolation of CWSN is honestly intolerable and a breaching of human rights. Education for disabled children is must and there is no excuse to avoid it. 68.84% of Indian population are from rural areas while there is no provision for special education and shortage of trained faculties. Therefore, inclusive schools have to be compelled to meet the desire of all youngsters in each community and also the central and state governments have to be compelled to train their teacher to manage inclusive schoolrooms.

**Article History:** Submitted on 25 Aug 2021 | Accepted on 20 Sep 2021 | Published online on 25 Sep 2021

**Keywords:** Inclusive Education System, Indian Education, Equity, Inclusion, School Education

### 1.0 Introduction:

Inclusive education is a system where each and every child gets equal chance and prospect for getting top level quality education irrespective of caste, creed, color, religion and disability. Inclusive education is a revolutionary way to educate disabled children and along with ordinary children within same school. The purpose is to highlight the learning requirements of all children, with a particular focus on those side lined and susceptible to exclusion. It includes all learners, with or without impairments, learning together with an adequate support network through access to typical pre-schools, schools, and public education. This is only possible in the flexible education system, which adapts and meets the demands of various students. Inclusion is not just a term however a code of belief which must be met with time to time. Children irrespective of their ability have the right to get appropriate pedagogical learning because they are future hope of nation.

1 [Author] ✉ [Corresponding Author] Research Scholar, School of Education, Lovely Professional University, Phagwara, Punjab, INDIA. E-mail: [biplab.aus06@gmail.com](mailto:biplab.aus06@gmail.com)

2 [Author] Associate Professor, (School of Education), Lovely Professional University, Phagwara. Punjab, INDIA

*This article was presented in the International Conference on 'Equality, Diversity and Inclusivity: Issues, Concerns and Challenges' on 25th September, 2021 (via Virtual mode), organized by the School of Education, LPU, Punjab, INDIA in collaboration with the Department of Education, Dr. Meghnad Saha College, West Bengal, INDIA.*

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India is always lacking behind to provide suitable resources for formal education of regular school going students. The concept of inclusion is also supported by the UN standard rules on equality of opportunity for disabled persons proclaiming equality and participation for all. Late, there has been an agreement among Indian academics and pedagogues to adopt inclusive education in head start programs.

## 2.0 India and children with disabled (CWD) population:

As per census of 2011, there are 26,810,557 disabled persons in India, which is approximately 2.21 percent of the total population.

**Table 1: Total Disabled Children in India**

| Age Group | Percentage | Number    |
|-----------|------------|-----------|
| 0 and 4   | 1          | 1,291,637 |
| 5 and 9   | 1.5        | 1,418,969 |
| 10 and 19 | 2          | 4,617,073 |

(Source: <https://unesdoc.unesco.org/ark:/48223/pf0000368780>)

As per 2011 Indian Census, just 61 percent of CWDs aged 5 to 19 were enrolled to school, compared to 71 percent for all children. CWDs dropped out at a rate of 12%. 27% CWDs have never had any formal education. These exclusions are due to negligence of parents having disabled children, inefficient school managements, social injustice, government policies etc.

## 3.0 India and chronicled context of inclusive education:

In the 1960s, the Indian Government developed a scheme to prepare instructors for the education of visually impaired students. Similar approaches had been gradually created for educating children with additional disabilities. However, because of the lack of uniform curricula for diverse courses, the quality of the educated instructors was at issue, and the admission criteria for these courses were also primarily not available to teacher educators and literature. The former Welfare Ministry of India in the 1980s, therefore, understood that an entity needed to supervise and control disability rehabilitation HRD activities. In India, special education, as a separate school system for children with disabilities, started to develop in 1880s. In 1947, there were 32 blind schools, 3 for the deaf and 3 for the deaf. The amount of such institutes has expanded rapidly. By 2020, the number of special schools climbed to over 3581 (Department of Education, 2019-2020).

Most importantly, though, these great schools have separated disabled children from the mainstream and have developed a particular culture of disability. The Indian Constitution explicitly states that in the Preamble, everybody has the right to be treated equally status and equal opportunity. In certain instances, including disability, Article 41 of the Indian Constitution endorses the right for education, public aid and employment. Furthermore, Article 45 compels all children under the age of 14 to provide general and obligatory education. On this basis, in the 6-14-year age group, the Constitution (86th amendment) Act 2002 was approved by the Parliament, which makes free and compulsory education of all children.

The 86th amendment to the Constitution of India dated November 28, 2001, obliges the Government, with its Preamble clarifying that all include children with disabilities, 'free and mandatory education for all children aged 6-14 years.' Nevertheless, the plot points of such enabling laws and policies are unavoidably not bound together. National education policy, 1986 (NPE, 1986) and the action program (1992) emphasize the necessity for students with special needs to be integrated with other groups. The 1986 NPE aimed to "incorporate the physically and intellectually handicapped with the general population as equal partners and to put forward them for well establishment and to make them to confront life with bravery and trust."



#### **4.0 Regular classroom based approach towards integrated education in Indian education system:**

The Planning Commission included an integrated education program in 1971, following on from worldwide efforts to place children with special needs in regular classrooms. In December 1974, the Central Government of India started the Integrated Education for Disabled Children (IEDC). It was designed to offer learning experience to disabled children in formal schools. Its main objective was to provide academic success along with retention. The scheme provides a hundred percent financial help to build resource centers, survey and evaluate children with disabilities, buy and manufacture educational materials, and teacher training and guidance. The program covers pre-school training, parent advice, and special skills training with all types of disabilities. The system provides for books, paperwork, uniforms and transit allowances, readers, escorts, etc. Despite all this, IEDC was very successful – only slightly more than 100,000 CWSN were covered. However, it has succeeded in raising awareness of the significance of incorporating CWSN (Children with special needs) into the education sector, as stated in the 1986 National Education Policy.

#### **5.0 Cluster based approach towards integrated education in Indian education system:**

The Ministry of Human Resources Development (MHRD) now called Ministry of Education and UNICEF launched Project Integrated Education for the Disabled (PIED) in 1987. The concept shifted from a school approach to a compound area approach after the introduction. In this strategy, a cluster is stressed instead of the specific school approach. A collection, typically a population block, is considered the study area. All schools are obliged to educate disabled students. Teachers were also provided training programs. This project was undertaken in the following administrative blocks: from middle India Madhya Pradesh, from Western Part Maharashtra, from Northeast Nagaland, Mizoram, From Eastern part Orissa, from north western side Rajasthan, from south India Tamil Nadu, from North India Haryana, and the Baroda Municipal Corporation. The strategy is in many ways an advance on special schools and is the only way to universalize the education of children with disabilities. It is cheaper and easier to organize because existing school facilities must be used. Under PIED, the number of children not only with mild disabilities but also with severe disabilities has risen significantly, with orthopedically impaired children greatly outweighing other children with disabilities.

#### **6.0 Integrated approach to inclusive approach in Indian education system:**

In 1997 there was a shift in the approach of integrated education towards inclusive education with acceptance of philosophy of inclusive education with District Primary Education Programme (DPEP). In addition, DPEP discussed fundamental curriculum-related problems, such as limiting children's access to curricula; what changes are needed to provide complete curriculum access. Thus, DPEP by establishing connection with child centered pedagogy provided a platform in which students with special needs can be provided with learning opportunities according to their needs. By 1998 several surveys were done by DPEP states, conducted evaluation camps, and created programs to help "specially abled students" taking part in DPEP schools with the resources required. The IED recommendations in the DPEP clearly state that "DPEP must fund primary school IED interventions for integrative and moderate to moderate disabled children." To this purpose, DPEP supported early detection and mobilization of the community, in-service teacher training, support for resources, supply of educational aids and equipment, and eliminating architectural barriers. DPED realized the need of inclusion of differently abled children of certain group in primary education to achieve Universalization of Primary Education.

## **7.0 The Persons with Disability Act (1995) and ministry of education action plan towards inclusive education:**

The Individuals with Disabilities Act (1995) emphasizes the necessity to provide free education for every child in a cost-effective environment for all children till 18 years of age, further emphasizing their right to initiatives such as:

- 1) Provision of free books, clothing, and other items to school pupils with disabilities;
- 2) Granting scholarships to disabled pupils;
- 3) Transport facilities for disabled students, or other financial incentives for parents and guardians to help their disabled pupils to attend schools;
- 4) Removing architectural boundaries from schools or other professional training facilities;
- 5) Establishment of an adequate remedy for parent grievances concerning their students' placing with disabilities;
- 6) Restructure the curriculum to enable children with hearing problems to take one language as part of the school curriculum
- 7) Adequate amendment of the assessment system to avoid mainly mathematical problems for blind pupils and low-vision students;
- 8) Restructuring the curriculum for disabled children;

Following are some action plans of the Ministry of Human Resource Development for inclusive education in India

- IEDC and Sarva Shiksha Abhiyan initiatives to complement and augment the movements from integration to Inclusion.
- Awareness of general communities, educational activists, and people, particularly among parents and children, of the fact that people with disabilities have full rights to adequate education at the conventional schools.
- Ensure enrollment and treatment in Early Childhood Education and care and Education Programs for all students with special needs in the 0-6 years age group.
- Ensure that children with special requirements in the age group 6–14 (extended to 18 years old) receive free and compulsory elementary education in mainland education institutions currently in Sarva Shiksha Abhiyan (SSA), a governmental program shared by both the state and central governments for universal primary education in India by 2010
- Transition facilities for young people with disabilities who want to pursue higher schooling.
- Ensure physical access to schools to children with disabilities by implementing universal design provisions and providing support for transport in buildings.
- Develop national standards for inclusive education, set standards for the training program, training, monitoring, and assessment.
- To provide inputs for all in-service as well as pre-service instruction for mainstream & special educators to allow them to work in an inclusive education system with children with disabilities;
- Suitable Resource Services support for regular school instructors in classrooms through the employment of special educators, rehabilitation professionals, supply of resources, etc.

- Implement a strong communication and delivery method for the specific supply of TLM, equipment, hardware, and software.
- Participation in activities, cocurricular activities to support the development of all skills.
- Ensure physical access to all schools by complying with universal design features in buildings and providing support in transport.
- Registration and retention in the mainstream school system of all students with disabilities. (Education free and compulsory from 0 to 14 years under the bill/free education bill 0 to 18 years under PWD Act).
- Need based curriculum, teaching aids, teaching style, taking considerations of communities, necessary support to meet the need of target group were emphasized.
- Supporting higher Education and vocational Education establishments as well as forming unconditional learning environments.
- More research and interventions were forced to start for helping disability in educational institutions.
- Review existing initiatives and facilities to identify success or failure factors in promoting children's enrollment and retention in mainstream education settings. Address administrative problems that arise from the review.

## **8.0 Conclusion:**

Inclusive Education (IE) is an enhanced approach to educate children with disabilities and learning issues with normal school students. Inclusive education focuses on the integrated development via mainstream schooling of disabled children and normal children. The Rehabilitation Council of India (RCI) along with the National Council for Teacher Education (NCTE) on January 19, 2005 planned curriculum for special education and integration into general teacher education programs. Almost 40 percent of disabled children are not going in schools. In India, special education, as a separate school system for children with disabilities, originated in the 1880s outside the general education system. The Planning Commission included an integrated education program in 1971, following on from worldwide efforts to place children with special needs in regular classrooms. In December 1974, the Integrated Education for Disabled Children (IEDC) was launched by Government. It was launched by the government programme designed to offer special needs (CWSN) children's equal educational opportunities with formal schooling. Teachers were also provided special training programs. Under PIED, the number of children not only with mild disabilities but also with severe disabilities increased significantly with the population of children with orthopaedic handicaps well beyond other children with disabilities. The principle of inclusive classrooms was included in the District Education Program in the late 1990s (i.e., 1997). (DPEP). By 1998, many DPEP of several states had done surveys and after evaluating all dimensions, developed strategies to assist those students with special needs enrolled in DPEP schools with the resources required. The aim was to provide quality education to all children with disabilities. The Government was committed to education for children with disabilities through mainstream schools according to PWD ACT in 1995, and all schools across the country will become friendly for disabled by 2020. All children with disabilities should be enrolled in and retained in the general education system, giving pedagogical and other assistance to these children to develop their learning and skills. Children with disabilities are focused on unique interventions and techniques such as pedagogical enhancement or adoption of child-centered approaches. The Persons with Disability Act (1995) focused on transport, school architecture, scholarships, remedy



for parent grievances, free book, clothing and many more for disabled children to ease the path of IE.

In India, Ministry Of education launched research program, resource material preparation workshops, special education teacher training which is provided both in face-to-face and in remote form, cocurricular activities etc. Various types of education programs under the SSA are being undertaken to orient primary school teachers to inclusive Education (IE). The main issues of the IE training modules are the inclusive education concept for in-service primary teachers under SSA, the need for training, sensitization, disability types and levels, IEP, reasons for disabilities, training techniques, learning disabilities, CWSN facilities, rules and regulations for individuals with specific needs. Currently, all-inclusive education programs tend to universalize primary education. The IE is not just the alternative remedy for the CWSN because these children lack separate special schools. Various educational programs for CWSN and ordinary students are being carried out in mainstream schools widely known as IE at different levels, but still a good percentage of CWSN are out of regular education. Even in the schools where IE is operational, the infrastructure needed for inclusive educational procedures is poor. The teachers' capacity to cope with CWSN and regular students also seems low because of the poor quality of the IE training. The only satisfaction is that IE is acknowledged as important, and the Government is working harder to provide CWSN with universal Education under IE.

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