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## Inclusive education system is well illuminated light education of the children with disability

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**Abstract** Education is an important standpoint that plays a noticeable role in human life. Education means studying to obtain huge knowledge. It is not just obtaining accomplishment knowledge from books but also to derive knowledge from practical experiences Education plays a decisive role in building the nation and Higher Education plays a significance role in the overall extent the growth of any country. Education in India has a long heritage with tradition. It can be highly academic work into two parts: education before independence and education after independence. The paper is divided into three sections. First section gives introduction of Inclusive Education in India; Second section briefly reviews the education in India & historical view. Third section describes the India's special education legal context the role of education in social and economic headway is all known and well recognized. Educating all students, regardless of disabling condition, in their neighborhood school is the target of inclusive education.

**Keywords:** new, education, policy, national, disability, System, Indian, Inclusive, special

**Preparing for the Research-** Inclusive Education are part course at either B.Ed or M.Ed levels course but Learning Disabilities is not a part of the syllabus, of a course at either B.Ed or M.Ed levels, the researcher had no prior knowledge of the subject. However, from personal experience in teaching in schools, the researchers were extremely intrigued by the idea of teaching children with special needs, in a regular Classroom setup. Thus in order to gain better understanding and expertise in the field, the researcher Underwent training of online courses in the workshops and conference Skill Enhancement Course In Disability Conducted by the suhit jeevan trust special teacher training center ,disha project of government of Maharashtra as well as Yashwantrao Chavan open university guidance Organized by the Rehabilitation Council of India Both these courses had laid the institute for the researcher to go ahead with the doctoral research.

**Introduction:** inclusive Education is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. About

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Eighty percent of Indian population lives in rural areas without provision for special schools. It means, there are an estimated 8 million children out of school in India many of whom are marginalised by dimensions such as poverty, gender, and disability. Today, what are the needs and challenges for achieving the goal of inclusive education?

### **Objectives of the study**

1. To study the history of the Indian Education System
2. To study the historical Background of the Inclusive Education
3. To study the concept of Inclusive Education
4. To study the Historical Perspective of special education

**Hypothesis-** Inclusive Education System is satisfied for children with disability

**Research Methodology** -The article is based on secondary data collected from various journals, newspapers and websites. The methodology consists of a conceptual discussion on the highlights of the Inclusive Education and the focus of this article is on the current educational policy of India the research was extensively qualitative in nature and relied mostly on in-depth and open-ended interviews.

### **To study the history of the Indian Education System**

Education in India has always been a flourishing history. During ancient times there was a Guru Shishya System and the Shishya (student) used to stay in a Gurukul i.e. a residential school which was a monastery or in a teacher's house. Banaras (Varanasi) was the paramount center for learning in ancient India. In the first millennium, there were higher educational institutions like Nalanda, Takshashila Ujjain, and Vikramshila Universities. It was not possible for all the people from all communities as well as women to learn in a Gurukul. That time government institutions started educating common people including women in 1835, Lord Macaulay presented a note on education to the British Government proposing an educational system for the Indian people. Lord William Bentick announced the new education policy of the British Government, on 7th March 1835. In 1853, the British Government appointed a panel for the survey of the education system in India. Mr. Wood was the chairperson of the panel. Mr. Wood focused on various aspects like aim of education, the courses of study, medium of instructions, establishment of universities, establishment of education institutions, grant-in-aid system, education for women etc. In 1857, the first three universities – were Calcutta University, Bombay University and Madras University were established.

After independence in 1947, the Government of India faced many challenges like illiteracy. For solving the problems of illiteracy, the GOI floated and sponsored different types of programs, policies, and regulations. The first Education Minister of India, Maulana Abul Kalam Azad, envisaged the uniform education system through robust central government control over the education system and policies. The Union Government has founded the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), Kothari Commission (1964–1966), and the University Grants Commission

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(November 1956); to prepare the proposals to modernize the education systems of India. Jawaharlal Nehru, India's first Prime Minister accepted the Science Policy Resolution to promote the education of sciences. The Nehru government has funded higher-ranking education institutions (for encouraging engineering and science) such as the Indian Institute of Technology (IITs). The Union Government formed the National Council for Educational Research and Training (NCERT) in 1961 as an autonomous and free will body. The objective of this mechanism is to counsel the governments on the structure and implementation of policies related to education.

**To study the historical Background of the Inclusive Education program** Background of the Inclusive Education program the government of India is constitutionally committed to ensuring the right of every child to basic or fundamental education. The Government of India has created many policies around special education since the country's independence in 1947. One of the earliest formal initiatives undertaken by the central government was the Integrated Education for Disabled Children (IEDC) scheme of 1974 (NCERT, 2011) the Kothari Commission (1966) which highlighted the importance of educating children with disabilities during the post-independence period

#### **To study the concept of Inclusive Education**

Inclusion came as a literally opposite to exclusion, which means to exclude in this context was meant as the exclusion of children with difficulties/disabilities/special needs, from the general classroom. At the onset of introduction of the Sarva Shiksha Abhiyaan, in 2000-2001, there was no priority to inclusion. Exclusion was the only practice being carried out. Any child with physical or mental disabilities/special needs was excluded from the general school and if the school was equipped with a special counsellor, then from the general classroom to the special studies section.

**Need and Importance of Inclusive Education** There have been efforts internationally to include children with disabilities in the educational general. In order to achieve truly inclusive education, we need to think about and incorporate children with special needs into regular schools.

#### **Residential Bridge Courses for CWSN in A.P., U.P. & Rajasthan:**

Andhra Pradesh, Uttar Pradesh and Rajasthan have developed a blueprint plan to implement residential Bridge Courses to develop skills of readiness for successful amalgamation in regular schools. The other objectives of the course are: (i) equip with required skills among students with severe disabilities to use special equipment independently, (ii) develop adequate 3R's skills as well as academic ability required for immediate inclusion in the regular classroom relevant to the child's grade level and (iii) develop sense of independence, self-confidence and motivation for personal growth, to introduce the children with various environments, not only for school inclusion, but also community and social inclusion.

#### **In-Service Training:**

Different types of teacher training programmes are being implemented under SSA to introduce elementary teachers towards Inclusive Education (IE). The element IE has been incorporated as a part of 20 days mandatory training of in-service teachers under SSA. This aims introducing every teacher to the concept, meaning and importance of inclusion. Further, the state SSA programme also taken up a 3-5 or 5-7 day teacher exclusively in



I.E.total 2 million 45.2 thousand teachers have been covered through regular teacher training programs, which includes a 2-3 day shell on inclusive education. 1 million 400 thousand teachers have been provided 3-5 days additional training for better adjustment to Inclusive Education. 39816 teachers have been trained in 22 States with Rehabilitation Council of India for 45 days and act as Resource Persons in districts/blocks. 23 States have appointed 6147 resource teachers and 671 NGOs are involved in the IE programed in 31 States. Schools are being made more disabled friendly by incorporating fence free features in their designs. 444 thousand schools have been made barrier- free and the work is on. 575 thousand CWSN have been provided the required beneficial devices.

### To study the Historical Perspective of special education

In India special education as a different system of education for disabled children outside the accepted education system evolved way back in 1880s. The first school for the deaf was structure in Mumbai in 1883 and the first school for the blind at Amritsar in 1887. In 1947, the number of schools for blind increased to 32, for the deaf 30 and for intellectual disable retarded

3. There was rapid growth in the number of such institutions. The number of special schools roseto around 3000 by the year 2000 (Department of Education, 2000). The Govt. of India in the 1960s designed a scheme of preparing teachers for teaching children with visual disability. Similar schemes for teaching children with other disabilities were slowly developed. However, the quality of the trained teachers was in question because of lack of uniform curriculum of several courses, eligibility basis for admission to these courses and also due to expanse of non- availability of teacher educators and literatures in the field. Therefore, in 1980s the then ministry of Welfare and security Govt. of India, realized the determining need of an institution to monitor and regulate the HRD programmes in the field of disability rehabilitation and recovery However, these special schools have certain disadvantages which became apparent as the number of these schools increased. These institutions reached out to a very limited number of children, largely urban and they were not cost effective. but big critical of all these special schools separate children with special needs (CWSN) from the orthodox thus developing a specific disability culture.

### Hypothesis tested- Inclusive Education System is satisfied for children with disability

No	Variables	Yes	No	Total	Score	Weighted Average	all statements are proved
A	<i>Inclusive Education Program</i>	2	1				
1	Objectives good & proper	48	02	50	98	1.96	
2	Special system	49	01	50	99	1.98	
3	Develop in regular schools.	49	01	50	99	1.98	
4	Useful to disabled children	42	08	50	90	1.84	
5	Useful in rural areas	50	00	50	100	2.00	
6	Special training to all teacher	24	26	50	74	1.48	
8	Will be appoint Special teacher	50	00	50	100	2.00	
9	And special education different	49	01	50	99	1.98	



B	Current position of IEP	Yes	No	Total	Score	Weighted Average	
No	Variables	2	1				
1	Inclusive school in pune city	01	49	50	51	1.0	<i>Not proved</i>
2	Special unit in regular school	00	50	50	50	00	
3	Inclusive unit in central school	50	00	50	100	2.00	<i>proved</i>
4	Inclusive Education unit run the out of Maharashtra	48	02	50	98	1.96	
5	implement Inclusive Education Program in Delhi & Rajasthan:	50	00	50	100	2.00	

**(Primary data collected from interviews.)**

**Conclusion** India is one of the few countries worlds over where the education of children with special needs do not fall within the preview of human resource development ministry. It is generally the burden of the omnibus ministry of social justice and empowerment, the prime focus of which is rehabilitation, not education. In fact, till today it does not have education as part of its agenda and the issue of education of children with disabilities remains imperceptible, hidden from the public domain, a private problem for families and nonprofit organization to deal with. It's time that governmental organization as well as mainstream institutions woke up to the reality that separation of children with challenging needs is morally unforgivable and a breaking of human rights. Indeed there is no other way to provide education to 36 million disabled children. Seventy-eight percent of Indian population lives in rural areas without supply for special schools. Therefore, inclusive schools have to address the needs of all children in every community and the central and state governments have to train their teachers to manage inclusive classrooms

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