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INCLUSION: ABRIGHT FUTURE OF EDUCATION

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Abstract:- All the unreachable section of society is always in the priority of our nation and several attempts were made, is being made by the Governments. But there are many barriers in the development of these peoples. The society is trying to overcome all these problems by providing equal opportunities to them in the form of Inclusion. Inclusive Education isn't foreign word in Indian Education system. It helps individual for meaningful involvement and equal access to opportunity. It works on the certain principles to meet the objectives of all-around development by protecting the rights of every individual. There have been many framed policies, which give suggestion about Inclusive Education. This is the time where we not only talk about their requirements as a learner, but give them their rights. Here, we will discuss what provisions have been already made and Implementation of all the new ones for achieving the goal of free and compulsory education for all.

Keywords:- *Inclusive Education, EFA, RTE, Differently-abled, SEDGs.*

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INTRODUCTION

In a civilized society, the importance of child welfare cannot be underestimated because the welfare of the entire community, its growth and development, depends on the health and well-being of its children. Since the beginning of the twentieth century, a greater attention has been paid to Child Rights issues by individuals, governments, organizations, and private and governmental committees, that it even became an international issue during the twenty first century. The significance of this issue comes as those rights are strongly related to the nature of human beings, who will not be able to live a fully dignified and natural life if deprived from their childhood rights, since the stage of childhood is very crucial in forming the person's independent personality and defining his trends and directions in the future; just as it is asserted by various educational and psychological studies. Also, educational theories came to make Child Rights a major issue in human interests, and to assert his basic needs by studying the physiological and psychological aspects of a child's life. Accordingly, human needs are considered a main director of human behaviors in their attempts to satisfy them. Maslow (1970) had asserted that point in his famous theory, in which he classified human needs in a gradient pyramids form, arranging needs ascendingly, as he believed that understanding the needs is necessary to understand a human behavior.

Children (Normal & Special) all over the world suffered from the failure to have their needs satisfied. The Father of modern education – John Amos Comenius Proposed- "All persons should be educated, so we could have peace in the world." Visionaries of the world understood that peace meant guaranteeing each and every person certain rights and most prominent and mandatory rights - Right to Development i.e. by Educating them all. Education is essential, for each and every person, for improving productivity and for bringing about desirable changes for social and individual development. Thus, the international community charged UNESCO with the responsibility for promoting education all over the world in 1946. This led to the development of the world declaration on EFA (Education for All) following the Universal Declaration of Human Rights (1948). The addition of the RTE (Right to Education) was the beginning of a remarkable expansion of educational opportunities around the world. The parliament of India enacted the Right to children to free and compulsory education i.e. RTE (Right to Education) in August

2009, got enforced on April 1st 2010. The EFA & RTE should not exclude differently abled children of the society. For the inclusion of all the children of society, Inclusive Education needs to be nurtured.

Conceptual Framework of Inclusive Education: -

Inclusion is an innovative and emerging idea that is gaining impetus in all over the world. The term is still defined by educationalists all over the world by their own perspective. How the separation between Regular education and Special education was creating a gap or breach in society or the development of the children? Here, emerges a new horizon i.e. Inclusive Education, which provides us a different perspective of Inclusion. First, let's start with its origin- where does that term "inclusion" come from. Education for All (EFA) is the internationally cherished goal through which almost all countries try to create "School for All" where differently abled children educate in Special Schools & normal children get their education in General Schools. All children are special in one way or another. Children differ from one another & their needs. Each child should be allowed to learn in one's own way, but separating them in a particular environment isn't beneficial. Human being is a social person; the development of human civilization is based on social phenomena, then this term "Inclusion" comes along. The concept of 'Inclusion in education' has been emerged in the Salamanca Statement& the framework for action on special needs in 1994. It states the Government has been urged to 'adopt as a matter of law or policy, the principles of inclusive education' enrolling all children in regular schools unless there are compelling reasons for doing the others. The major approach reiterated in the conference was inclusive education which is highlighted by the following statement:

"Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. Moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system". A long journey has been covered to deinstitutionalization, normalization, integration, mainstreaming and now inclusion.

Special Education: - There have always been exceptional or disabled children, but there have not always been special educational services to address their needs. Special education didn't suddenly bring up as a new discipline. The emergence of Psychology, Sociology and individual development had enamored implications for the growth of Special education. It's an instruction specially designed for the disabled or CWSN (children with special needs) who have special needs for their development.

Normalization: - a philosophical belief in education that all individual, even the most disabled, should have an educational and living environment as close to normal as possible. It's based-on Community Based Rehabilitation (CBR)

De-institutionalization: - A social movement wherein persons with disabilities were moved from large those special schools to small community homes.

Integration: - Based on the principle of normalization that all children, disabled and normal should have integrated. They integrated learn and live together.

Mainstreaming: - The placement of learners with disabilities in general classes for all day yet still identifying them as special children.

Philosophy of inclusive education is built on the belief that all people are equal and should be respected and valued. It reflects the concept of Human rights and provides support to children who can learn in regular class. This philosophy includes each and every one. It is an attempt to reach all i.e. reaching the unreached in society. Disabilities and Diversities are the integral part of Inclusive Education. This is a whole school approach where all children regardless of their disabilities, capabilities, socio-economic background are admitted; a system which welcomes any kind of diversity.

According to UNESCO report, "Inclusion is an approach which ensure that every individual has an equal opportunity for educational growth and also prohibit any kind of exclusion on the basis of background, identity and ability (gender, age, location, race, poverty, disability, language, religion, migration etc.) So, all children of diversities and differently-abled come under Inclusive Education.

As Albert Einstein once said "Everybody is a genius. But if you judge fish by its ability to climb a tree, it will live its whole life believing that it is stupid." So, our society requires an education system where everyone develops one's potential, an environment to nurture naturally as the leaves to a tree. The basic theme is that education should meet the needs of all children irrespective of type of disabilities and diversities. Inclusive Education means a system which aims to provide a favorable setting for "achieving equal opportunities and full participation for all". Inclusion recognizes the diverse needs of the students and ensures quality education to all through appropriate curricular, teaching strategies, support services and partnership with the community.

Inclusive Education in India: an overview

At present, the used term for CWNs is differently abled person. The "Differently Abled Person" is a new term for disabled persons which was coined by the US National Committee in the early 1980s as a more acceptable term than handicapped or CWSNs. In India, on 7 February 2012, the chief commissioner for persons with Disabilities issued a notice which prohibited the use of the term handicapped in all official reports, government institutions and other organizations. The better version of the name i.e. Differently abled is now used to make these people and society realize their distant and different abilities. Under the flagman ship of Shri Narendra Modi, the prime minister of India, the awareness towards these people is growing day by day. He used the term "Divyang" for differently abled people.

At present the numbers of persons who are differently abled are very large in India. It is essential to meet the needs of such a large target group which not only requires the resources but also a change in the attitude of our society, which our society can provide them by Inclusion. It's not one day's work, after independence many suggestions made by several committees and many steps taken by the government. Some of them are: -

National Policy on Education (NPE, 1986): - The main objectives are to Integrate the differently abled children with normal children as equal partners, to prepare them for natural growth and allow them to face life with courage and confidence.

● Education of differently abled children will be common with that of others wherever feasible.

● Special schools with hostels are provided as far as possible at district headquarters, for the profound children.

● Teacher training courses will be re-oriented, in particular for teachers of primary classes, to deal with the special difficulties of the differently abled children.

● Voluntary efforts for the education of the disabled will be encouraged in every possible manner.

The Person with disabilities Act (1995): - This act passed in December, 1995 and came into operation February 07, 1996. The act establishes equal opportunities to persons with disabilities. It also prohibits discrimination on the bases of disability in every sphere.

● Right to have free education up to the age of 18 years.

● Children with disabilities should be integrated into normal schools.

● Special schools should be established in public and private sectors and equipped with vocational training facilities.

● Introduce scheme for non-formal education of children who have discontinued their education after class V.

● Conduct special part time class for functional literacy in the age group of 16 and above and provide each child, free of cost, special books and equipment needed for their education in open schools and universities.

● Government should set up teachers training institutes to run special schools and integrated schools for children with disabilities by trained teachers.

● A comprehensive education scheme including transportation, create barrier-free environment and grievances redressal forum.

The Rehabilitation Council of India of India Act (1992): - The RCI is the official organization which works on the laws, education, training courses and rehabilitations of differently abled persons.It is the only statutory council in India that is required to maintain the Central Rehabilitation Register which mainly documents details of all qualified professionals who operate and deliver training and educational programs for the targeted communities. It gives approval of special education courses and special educators course.

National Curriculum Framework for the Education of CWSNs: - As according to the suggestion of NEP, a national curriculum framework was developed and published in 1975,1988, 2000, 2005 by NCERT. The efforts about Inclusion start with NCF2005.

● **NCF 2000-** Here, major focus on bringing with CWSNs into mainstream starts focusing on their educational needs as well as disabilities. So, the major focus is given to the preparation of Individualized Education Plan (IEP) with their parents and special educators as well. Developing appropriate supplementary instructional material and modification of content in the classroom to teach conceptual clarity. It's also given some suggestions for the upcoming framework: the development of Learner Friendly Environment (LFE) and creating an inclusive curriculum and Inclusive environment.

● **NCF 2005-** In this framework, Inclusive Education is referred to all the learners with or without disabilities being able to learn together in regular educational institutions. Its focus on preparing an Inclusive Curriculum for all children without any discrimination on the basis of ability or disability, socio-economic group etc. its major recommendations are- Make all Schools Inclusive by:

● Removing barriers both physical and social,

● Developing an innovative and flexible curriculum as according to the needs and disabilities of the learners,

● Making use of ICT in teaching-learning process,

● Enrich pedagogical skills of Teachers with special settings of Inclusive classroom.

National Policy for Persons with Disabilities 2006: - The idea for creating a special policy for disabled people is to aware society the values of their assets and ability. So, Government of India formulated this national policy specially for the disabled person in February, 2006 which deals with Physical, Educational & Economic Rehabilitation of those people. The policy focuses on- Prevention of disabilities, Rehabilitation measures, Women with disabilities, Children with disabilities, Barrier-free environment, Issue of Disability Certificates, Social security, Promotion of Non-Governmental Organizations, Collection of regular information on Persons with disability, Research & Sports, Recreation and Cultural life etc. The differently abled persons are also a valuable human resource for the country. For their development, society should help to create an environment that provides them equal opportunities, protection of their rights and full participation in society.

National Curriculum Framework for Teacher Education (NCFTE, 2009): - The National Council for Teacher Education (NCFTE) prepared a framework for teacher education to prepare future teachers according to the need of the education system. It has recognized the above role of teacher and recommended to place Inclusion in Education in the curriculum of Teacher Education to make a desirable change in teacher's behavior. On the recommendations of this framework, a new and modified paper is adding in the pre-service training program i.e. Inclusive Education in spite of special education. In this particular subject, try to

develop an inclusive approach in teacher trainee towards their pupils. An approach, which believes in inclusion rather exclusion.

Right of Persons with disabilities Act 2016 (RPWD):
- The act was published December 28,2016 and replaced the PWD act 1995. It fulfils all the necessary requirements of "United Nations Conventions of Right of Person with Disabilities (UNCRPD), which India has also signatory since 2007. Now in India, all the provisions regarding differently-abled people are maintained by this act. It commenced on May 15, 2017.In this act the list of disabilities has been expanded from 7 to 21 conditions. Now, it also includes cerebral palsy, dwarfism, muscular dystrophy, acid attack victims, hard of hearing, speech and language disability, specific learning disabilities, autism spectrum disorders, chronic neurological disorders. It has 10 sections, where all the rights, reservations, facilities are mentioned.

Present Scenario: -India has the second largest population in the world, in which 2.21 percent i.e. 2.68 million population is differently-abled according to Census,2011. There has been a high increasing rate of these people as compared to Census,2001 i.e. 2.1 in 10 years.

The total number of differently-abled is 2.21 per cent in the rural settings and only 1.93 per cent in the urban settings. The numbers of differently-abled males are high i.e. 2.41 per cent as compared to 2.01 percent females in the country. When we look it in both rural and urban settings, rural area is having more disabled population in comparison to urban area. There is a gap, in rural settings 2.24 percent of the total population is differently abled as compared to 2.17 percent in urban areas. The numbers of female disabled are low i.e. 2.01 as compared to males in both rural and urban settings. There's this difference in both numbers, because of the lack of awareness in people, economic crisis and primary health services provided by the Administration etc. As per Social groups wise analysis, it shows that 2.45 per cent of the total differently-abled belong to

Scheduled Castes (SC), 2.05 per cent to the Scheduled Tribes (ST) and 2.18 per cent to other than SC/ST. Even in these social groups, the percentage of differently-abled males is higher as compared to the females.
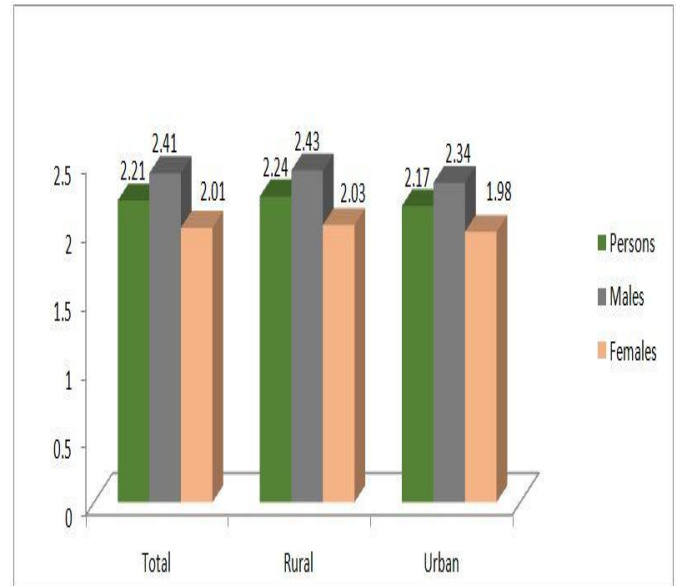
Table 1: Area settings & Gender distribution of differently-abled

The distribution of differently-abled population not only differs with regard to Gender and demographical settings but also it has different and diverse designs in most of the states in India. The prevalence of differently-abled with maximum numbers in schools going children of age group 10-19 i.e. 46.2 percent which is highest in the total age group. According to the data given by Census ,2011 shows that the high rate of differently-abled is prevalent in this specific age group which takes the attention for its immediate solutions or welfare of those children as this is the age of their formal education and base of their future growth and development. According to the specific distribution of differently-abled, the Indian population is having the maximum number of people suffering from multiple and movement disabilities, which shows in table 2.
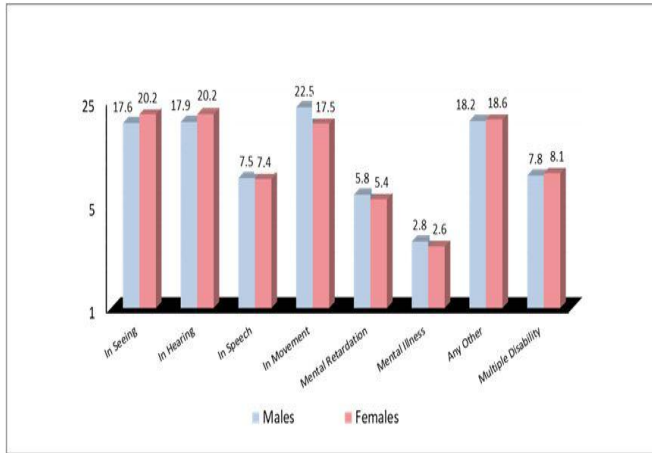
Table 2: Distribution of differently- abled population

Source: Census, 2011, Govt. of India, Ministry of Home Affairs

It is clearly revealed from table 2 that the maximum proportion of Indian people is suffering from movement disability and is followed by hearing disability. When Census2011 data was published, it was given a very clear picture of disabled people in the educational field. The situation isn't uplifting as compared to the growing rate of disabled people in comparison to 2001. The data in the present Census is clearly revealed that children suffering from movement and multiple disabilities are increasing. The females have a high rate of seeing and hearing disability in comparison to the males, which is alarming. Because, it shows the negligence of the girl child at the time of birth and also caring after. Generally, both disabilities in most of the cases happen by birth, which can be remedy during the nurturing time or given by proper medical facilities. Creating social awareness and providing health services can easily change the increasing data of birth disabilities not only hearing and seeing but also other disabilities.

When it comes to the education of differently abled people only 2.37 per cent of the total population of differently abled people is literate which leaves the remaining 1.77 percent illiterate. In rural settings, only 1.08 per cent differently-abled people are literate in comparison to urban areas i.e. 1.29. It can easily help us to imagine the ignored provisions which can be practiced and implemented at educational institutions for increasing the enrolment of children with disabilities. In some cases, it was observed that some enrolled disabled children left the schools because of the appropriate physical and social environment. Thus, these 1.77 percent differently-abled, who never reached any formal educational environment are the society's major concerns.
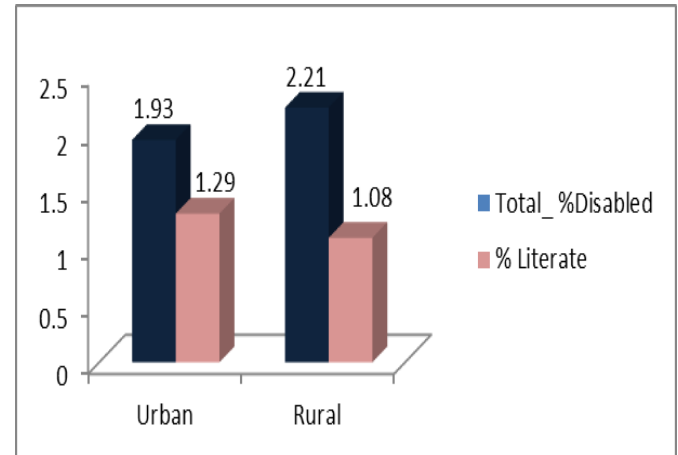
Table 3: Education level of disabled population in Educational settings

Source: Census, 2011, Govt. of India, Ministry of Home Affairs

Many legislatives policies were made and many educational committees gave suggestions for the education of normal people as well as the differently-abled people after independence, which leads us towards Inclusion. A way forward must include a practice which can reduce these figures to zero i.e. provision Inclusion in educational settings in a much more appropriate way. It's not only going to increase the enrolment ratio but also going to help with the sustainable development of Differently-abled and Socially and Economically Disadvantaged Groups (SEDGs); the term recently used in NEP, 2020, which also brings notice for development of socially and economically disadvantaged groups by doing their inclusion in inclusive education environment. The concept Inclusion isn't new, but it still holds the attention of policy makers, educationalist. That's why,

in our nation's recent policy, there's a section named "Equitable and Inclusive Education: Learning for All" at page number 23 in its draft.

National Education Policy (NEP) 2020: A Move Towards Inclusive, Equitable Education: -This policy was approved by The Union Cabinet of India on July 29, 2020. It's major aims to transform the Indian's education system by 2040. It outlines the vision of India's new and reformed education system, which takes its branches from the roots of the Ancient or Vedic Education system. Where education is nurturing the quality of each and every individual which is already present in the person oneself. This policy envisions an education transform that contributes to transforming India i.e. Bharat. An equitable, inclusive and vibrant knowledge society by providing quality education for all and making India a global knowledge superpower just like ancient time.

Equity and Inclusion both are the guarding principles of every stage of education- Foundational, Preparatory, Middle, Secondary and Higher. The main concern areas are: -

● Inclusion for SEDGs: special attention will be given for Socio-Economic Disabled groups for their upliftment. Social awareness towards education and Additional economic support will be provided for the talented children without any prejudice of their background.

● Policy will follow all the recommendations given by RPDA 2016 for differently-abled.

● Special Education Zones (SEZs) will be developed for the SEDGs and differently-abled as per the requirement of local geographical needs.

● Gender Inclusion Fund will be created for the removal of gender discrimination present in society. It will provide economic support just not for females but also for transgenders.

● Policy for female education will be focused, because females play a vital role in the upliftment of the families.

● The values will be inculcated for equal respect for all religions which brings harmony in Indian society.

● Human values will be nurtured in school curriculum.

● Developing high quality teachers and administers for inclusion.

● Free residential schools will be developed.

NEP 2020: The aim of equity and inclusion is at the heart of NEP 2020. It's a revolutionary policy for both Learners and Teachers. The policy has touched upon several new aspects for teachers to teach and learners to learn. Starting from Early Childhood Care and Education (ECCE) to Higher institutions, inclusive involves restructuring the whole system with the aim of ensuring the wide range of educational opportunities. This includes curriculum, pedagogy and basic infrastructure, digital literacy for teachers especially after the effect of pandemic. This policy is designed to avoid segregation of any type cast, color, religion, diversity of the background, linguistic minorities, differently-abled and also those who face learning difficulties due to any barrier.

NEP is promoting Multilingualism and accepting the power of language in teaching and learning. Because, language barrier is one of the most crucial problems among the learners. For early education, the mother tongue will be the medium of instructions and after that second language will be added. Children learn language easily at an early stage, it is proved by Neuro-linguistic research. At the preparatory stage, the concept of Bilingualism and Multilingualism should be introduced. It's true that children understand better in their mother-tongue. So, the inclusion of language is the primary concern. Local language will help to stop the drop-out rate of students.

Inclusion of new pedagogical system is introduced. Its scientifically proven that 70 to 80 % development of the brain occurs at the prior age. The division of pedagogy has been done with the intention to include the children of early education into formal education. School curriculum will be according to global standard. The methods of including Coding, mother tongue as

medium of instruction, advanced instructional material will give advantage for their natural nurturing. The story books with pictures and QR code, activity-based learning will exclude for poor family who could not afford it before. Because, Preparatory class or "Balavatika" will be introduced to the age of five, by qualified teachers, which leads to flexible, multi-level, play-based, activity- based and brain-based learning for all.

Inclusion of various skills has been given focus to make children understand better, when they complete their schooling so that they can be self-reliant. By including vocational courses along with contemporary subjects with extracurricular activities will lead them towards developing their life skills. "Bal Bhavans" as special daytime boarding schools will be established to support their needs. Vocational courses should provide a base for future economic settlement. Inclusion of various skill and competency-based learning will develop the mindset of individuals for Entrepreneurship. by the inclusion of competency-based learning and life skills will develop the children for innovation and towards a new horizon.

Inclusion of different disciplines by accepting Multidisciplinary will prove very useful in the future. No hard separation between arts and sciences, between vocational and academic stream etc. will be included in our education system. Because hard and rigid separation between the disciplines is creating a gap between knowledge. The availability of holistic and multidisciplinary areas under one roof is one of the most promising reforms to have a wider reach and access.

For achieving the target of Equity and Inclusion, there is the need for well-educated teachers. This policy totally changes the basic education structure and introduces several innovative aspects for new age and global learners. According to the global need of the learner, we need a global, innovative and inclusive teacher. An inclusive teacher who has competencies to solve problems and the ability to assess the skills and needs of children. Hope a new and comprehensive National Curriculum Framework for Teacher Education 21 will be formulated in this way.

Last pioneering thing in India was RTE, but the promise of providing free and compulsory education for all is still an obscure goal till date. The ray of hope has come through the new NEP, 2020, which presents a picture of sustainable human development and universal education learning with equity. India has always placed education at the center of its development agenda and with bridging the gender, social, regional gaps with community participation by including all. The effectiveness of policy decided by the "Section IV: How to make it happen." Therefore, Government and related organizations need to draw an appropriate plan for the better and smooth implementation of NEP.

Inclusive India: providing equal chance to Abled and Differently-abled Children: - Children are considered an asset of a nation, and their welfare reflects the nation's prosperity and development. The goals of developing schools as caring communities for all children may seem a reachable dream by creating Inclusive and Optimal learning environments. The concept of Inclusion starts with children and their individual needs and focuses on how collective competencies can be developed. It's a way of thinking and nurturing that allows every individual to feel accepted, valued. At present for Indian Society, inclusion isn't a new phenomenon. But it was acquired and adopted by Indian education system. According to our nation's situation and needs, it needs a well-planned implementation. Upgradations are required from time to time for current needs. What the Indian education system truly needs is the implementation of this policy on ground zero. Providing inclusive education is not only the main concern, but changing this into human intellectual growth is important. An inclusive sustainable learning environment which leads towards appropriate and inclusive employment. Developing intellectual individuals along with the economic and social settlement of each and every person must be our

goal. According to the UNESCO Education Plan 2030, "The central message is simple; every learner matters & matters equally."

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