



Research Paper

## Changing Paradigms of Inclusive Education; Need of the Hour

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### ABSTRACT

Education is a fundamental right for all has been enshrined in universal declaration of human rights since 1948, although the right to quality education applies to all children's, but we have a long way ahead to move. Many children's are still excluded from the right to education. It has been found that lots of differences prevails in educational sector in providing opportunities to children' with and without special needs. It is an admitted fact that children's with disability also deserves equal access to quality education, education has to be seen not as a privilege for the few but it is to be seen as a basic right for all hence no education institution be of high quality unless it offers equal opportunities to all children's to develops their abilities and aspirations. children's must be permitted equality and access in education at all levels of schooling. Inclusive education is one of the dimension to right based quality education which use to stress on equity in access and participation of all children in the mainstream, moreover inclusion in education refers to the mode where in special needs students spend most of their time with non special needs students. it is different from the integration or mainstreaming model of education, in this way the creation of inclusive education system plays a fundamental role in achieving better quality education, infact this staunch movement of inclusive approach to education has been embedded within the principle of human right which is the need of the hour so keeping in view the necessity of quality education strong and positive steps has been taken by some stakeholders in the field of education which use to bring total transformation in culture, policy and practice in all formal and informal educational environment. The right to inclusive education encompasses transformation and modification in educational sector with the aim to accommodate all students with special needs and requirements in the mainstream with other normal childrens, so inclusive education is a powerful approach or theory for the education of the children's with special needs. in this paper an attempt has been made to give a judicial review that how the trend in adopting an inclusive approach to education positively influences the progress and development of the country.

**KEY WORDS:** inclusion, equity, disability, diversity, inclusive education

Received 02 June, 2024; Revised 11 June, 2024; Accepted 13 June, 2024 © The author(s) 2024.

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### I. INTRODUCTION

In this era of cut throat competition and advanced technologies every individual who so ever is the part of this society has to help the nation to maintain its position in the world community in order to attain this objective, education is considered as the best way or the mean by which our nation could affirm and sustains in world community. Substantial progress has already been made towards achieving the education for all. Nevertheless, it is evident that still it is not implemented worldwide; children's with disabilities are still combatant blatant educational exclusions. Even today they remain marginalised across the region from the acquisition of this basic need, so we see that with the recommendation of the inclusive approach to education some objectives has been achieved but, much is still left behind in the way of inclusion of special children's to main stream in simple words proper inclusion is still awaited. In spite of continue efforts that have been taken by some stakeholders, agenda of inclusion presents a considerable challenge, result is that entire process of education becomes worthless so it requires a process of ongoing change which should based on said set of principles. In simple words to nourish and flourish the seeds of inclusion on the fertile land of education there is the dire need of the support of parents and society who tries their best to make inclusion a successful programme. Inclusion is one of the most preferred approach and one of the sustaining pillar of public education in this 21st century which helps to increases the potentialities of the vast majority of the students to a great

extent by taking this step the rights of special need childrens are ensured hence inclusive education provides a platform to childrens with and without special needs by integrating special need childrens to mainstream schools it paves away for healthy interaction ,result is that it ignites the minds of our younger generation so that they can make creative use of their potential & energies for the welfare of humanity side by side it will open new horizons to develop a spirit of humanism and the pursuit of enquiry for all this process of inclusion is necessary to solve the problem of exclusion, we as a teacher must embrace the future as our prior responsibility., and tries to accelerate the process of inclusion so educational system becomes more valuable because of inclusion as due to it the motto of achieving education for all has been achieved successfully . To make it more significant the problem of exclusion and all historic discriminations should be eradicated from the society as earlier as possible, to fulfil this task all of us have to shoulder our responsibility collectively and being a responsible member of the society we should be the first in this queue and honestly follow the ethics and principles of inclusion so that we accomplish our desired aim or goal of inclusion .proceeding forward inclusive education should not only be a theoretical concept and left in the books merely as the content or curricula but it should be practically implemented and followed by all the members of the century so that maximum inclusion will be attained.

### **INCLUSIVE EDUCATION LINK TO QUALITY AND LEARNING**

“Education cannot be inclusive without being of quality nor it can be of quality without being inclusive”.

“Inclusive education is seen by many as the most equitable and encompassing method for educating all children”. (Ainscow, Booth, and Dyson 2006). An international definition of inclusion provided as the Salamanca conference resolution, an outcome of the return to Salamanca conference 2009. ‘we understand inclusive education to be a process where mainstream schools and early years settings are transformed so that all children’s are supported to meet their academic and social potential and which involves removing barriers from the environment ,communication, curriculum teaching ,socialisation and assessment at developing countries. Though face many challenges as they engage with the process of implementing inclusive education Gronlund, Lim, and Larsson 2010 (page no. 19 – 20 AJIE Asian journal of inclusive education Chris Forlin “ Quality is the corner stone of inclusive education the UNESCO policy guidelines on inclusion in education 2009 emphasises that inclusion and quality are related to each other and principal of inclusiveness can make a significant contributions to the quality of education for all learners ,hence education cannot be inclusive without being of quality .In order to attain the right to education access and quality should be interconnected .Inclusive education is a system in which students with special needs learn together along with their peer group in the ordinary schools regardless of their intellectual, social, emotional, linguistic or other conditions. The ideology of inclusiveness stresses on the concept of equity, inclusion and participation further more in order to realize the Right to Education access and quality must be interlinked .As equity issue constitute a major concern in combating discriminatory attitude in achieving equalisation of educational opportunities that is why it occupies a significant place in this new system of education known as inclusive education. The principle of inclusive education was adopted at the world conference which declares ones public approval or support for implementing the approach of inclusive schools to bring strategic changes on the education of the children’s with special needs . It helps to cater to the educational needs of all those children’s who are vulnerable to exclusion due to their specific problems and circumstances, Inclusion and participation brings positive results by overcoming such historic discrimination and exclusion which was being faced by special needs children hence to fulfil the aim of education for all and to put an end to all prejudices and isolation that exist in the society, the concept of inclusion has been echoed around the world. Inclusive education is a strategy and approach that came suddenly in the mind of policy makers and administrators for increasing participation in learning, identifying and reducing barriers that inhibit the learning and participation of any learners. This contemporary stride is the greatest need of the hour in the field of special education which acts as a stepping stone to success as it helps to analyse and weed out all types of discrimination that affects participation and learning and consequently it bring out certain policies to reduce all the hindrances that obstructs the way of special needs children’s and in this way it helps to promote the principle of inclusion in the edifice of education by reinforcing the rights of the differently able to live fulfilled and wholesome lives.

### **SIGNIFICANCE OF INCLUSIVE EDUCATION AND SUSTAINABLE DEVELOPMENT**

Inclusive education is an object and a process through which special needs children’s are exposed to the richness of general education while interacting with their counterpart they can learn and experience something innovative. This process of inclusive education is considered as a good practice for special need children’s as through it these children’s aims to work in coordination with their peer group which positively influences them and eradicates negative feeling from their minds, moreover inclusion use to cherish and reinforces them so

that they live a fulfilled and wholesome lives. No doubt it is fruitful for special and Marginalised children's but on the other side it also imbibes social and moral values among the coming generation which is need of the hour as we see that moral values are diminishing day by day so there is the necessity to boost up and increase these values hence this task of inculcating social and moral values has been successfully done by the process of inclusive education, it results to develops humane qualities like collaborations, helpfulness, oneness and brotherhood among other normal children's which results in making all of them as responsible and cooperative members of the society. In this way it becomes instrumental in changing discriminatory attitude of the people towards all especially marginalized and special children's. Over and all Inclusiveness is an important pragmatic educational philosophy and an important life skill which helps to combat the world's tendency towards prejudice and produces more tolerant peaceful and open minded children's. All this helps to create positive and congenial atmosphere in schools which in turn leads the tender soul to blossom and attains the goals of sustainable development. The goals of sustainable development and inclusive education stands for an encompassing view of educational development. In simple words sustainable development is not possible without inclusive education hence inclusion and sustainability are just like the two sides of the same coin without inclusion sustainability could not be achieved beside it, The world's leading independent organisation for children's London aptly pointed this approach as 'Save the children theory'; so by providing education to all we can save our childrens to some extent at last if education for all was to be realised and achieved within a reasonable period of time it seems inevitable that children's with special educational needs would have to be educated within the mainstream school system hence positive change is required in educational sector and true change cannot happen without first recognizing the value of having such a diverse body of students.

**Policies and legislations regarding Inclusive Education in India.** Inclusion in education is the basic requirement for the social awareness and over all development of the society. World Economic Forum has endorsed the Inclusion as one of the National key performance indicator of Growth and Development of such children, so in this regard various policies are being framed by some stakeholders so that maximum inclusion can be attained. Some of them are as below:

1. The very first policy on inclusive education was recommended in sergeant report in the year 1944 by John Sergeant in which it is recommended to send special needs children's to mainstream schools while keeping in view the point that these children's could get some benefit from this new system of inclusive education by studying along with their peers.
2. The 86<sup>th</sup> constitutional amendment section 21A states that 'the state shall provide free and compulsory education to all children's of the age of 6 to 14 years.
3. In India special education occupied very significant place in order to boost up special education Indian education commission 1964 emphasises that 'The education of the handicapped children should be an inseparable part of education system'
4. The ministry of welfare created integrated education of disable children scheme in 1974 this scheme tries to provide financial support of books, school uniform transportation and other educational equipment to these children's so that all such children's can continue their education without any barrier or challenge.
5. The NPE 1986 and POA 1992 also discussed about the education of the handicapped children's and gives the basic policy framework for education in order to reduce inequalities that exist between normal children's and those of special need children's.
6. Again In 2005 the right to education act was drafted by Ministry of Health Resource and Development in 2005 which emphasised the need of inclusive education for special children's it aimed to provide educational opportunities to these learners in normal schools along with their peer group to facilitate their achievements and retention.
7. Beside the above policies another major policy was framed that particularly acknowledges the importance of secondary education for persons with disabilities this particular policy is reformed in the year 2008 it is the scheme of integrated education for disabled children's and it went into effect on April 1st 2009.
8. The national policy on education 2016 views a reliable system of education which tries to ensure inclusive quality education and lifelong learning in the field of inclusion of special need children's.

#### **CHALLENGES AND PROSPECTS IN INCLUSIVE EDUCATION**

The approach of inclusiveness is a strong and revolutionary step taken by stakeholders to make education accessible to all especially exceptional children's and children's with special needs. Despite considerable gains in the field of inclusive education there are certain lag and gap between what we know and what we want to implement. Inclusive education alone cannot build an inclusive society some of its objectives has been achieved but some is still left behind. It is not mere a programme that can be tackled by one classroom teacher rather it requires a system of support from the principle to the teacher. on the whole it requires collaborative efforts of

parents community and teachers to accomplish towards an inclusive society let us have a brief look on the challenges that are still being faced in it these are below mentioned;

1. **Teacher;** a teacher is responsible for integrated and all-round development of the child. It is a fact that only a trained and an able teacher can identify the capacities of the special need children's so in this respect teacher occupies an important role in achieving quality education, if teachers are not properly trained then it is a big challenge in the success of inclusive system of education, for it the teacher requires supportive training in the particular field so that he can easily identify special need children's and after identifying these children's the duty of the teacher is to provide inclusive practice to the learners with diverse needs this can be done easily by establishing conducive atmosphere in which all special need children's feel welcome, valued and supported moreover inclusive education is a link to quality and learning so the need of the hour is the teacher who can ensure quality education with professional perfection which can be achieved through an application of total quality management and its commitment forever's the challenge is to give appropriate training to the professionals who are proficient in educating diverse group of students while creating a classroom culture of acceptance and respect for all so the first necessity is to condition the prospective teacher in particular field. Let us have a brief look on some of the requirements that becomes helpful for the teacher in practising inclusive system of education.

1. Teacher should respect the needs and requirements of special children's his addressing attitude becomes a plus point in dealing with special need children's.

2. Teacher should adopt supportive and constructive outlook in solving educational problems of the learner's by establishing positive relationships with them he should tries to become the voice of the children's.

3. He should be the extensive repertoire of teaching strategies and by using appropriate technique he could create motivation among special children's

4. Teacher should demonstrate good interpersonal skills by creating opportunities to communicate and share knowledge in more positive way. Most important thing is that, teachers are required to be more innovative in their approach while dealing with special children's.

### **Curriculum**

All the activities that are organised by an educational institution for all round personality development of the learners are collectively termed as curriculum. Rigid and static curriculum is the biggest hitch in the way of inclusion. so it should be checked and restructure carefully, it needs proper attention and calls for a serious rethinking in order to make it friendly to the contemporary needs of the special children's, inclusive curriculum should be child centred rather than subject centred as subject centred curriculum emphasises on rote learning which is of no use for special children's so it should be child centred which revolves around the needs interests and potentialities of the child it should avoid and negates rote learning beside it much stress should be given on hand on experience based activities .above all teacher should integrate I.C.T to enhance the process of learning last but not least curriculum for special need children's should be framed in such manner so that it gives space to flexibility and innovations.

### **Economic instability**

Although economic challenges are universal barrier to accessing education it is seen that children's with disabilities are particularly vulnerable to poverty. poverty is the main reason for not being in school it is truly said that Poverty is the mother of all evils. People living below poverty line are more exposed to potential causes of disability, it is often seen that children's belongs to poor class devoid of the right to education, which negatively affects their growth and development beside this urban poverty and slums are also responsible for low school enrolment, it is evident that children's belongs to slums are always been neglected and remain out of the school due to lack of financial resources ,so missing out on education not only affects the quality of life for individuals and their families but it negatively influence the education sector which in turn adversely affects the progress and development of the country .Hence inclusive system of education is one of the positive step in this regard which tries to overcome the problem of exclusion by providing financial assistance to the needy and meritorious students who for one or another reason drop out from their studies and could not continue their formal learning so the system of inclusion tries to include all such children's in education system irrespective of caste class or creed.

### **Negative attitude**

it is found that attitude matters a lot it becomes another critical challenge in the way of inclusion. Present 21st century where westernisation and Modernisation is at the peak we still witnessed the cases of misconception and delusion with regard to the birth of the child with certain disabilities. parents of such children could not easily accept this challenge at the very first sight they just ignore any disability a they found in their child later on the link it with myths and superstitious after it they resisted to send their children's

to schools which gives birth to various kinds of prejudices, differences and discriminations all such differences becomes major hurdle in the way of proper implementation of inclusive system of education in the society. Need of the hour is to bring radical transformation in the field of education which becomes possible only when we change our heart and mind first then being a responsible member we should try to orient other people towards the education of special children in this way attitude of the parents and community plays a vital role in drive towards radical change.

#### **FUNDAMENTAL TENETS OF INCLUSIVE EDUCATION;**

in this competitive world where education is considered as a basic necessity for sustainable development there is a need to link education ,particularly vocational training to social and economic programme, the goals of sustainable development and inclusive education both of these stands for an encompassing view of educational development the term inclusive education has been broadened to include not only childrens with special needs but it also includes all such students who may be disadvantaged due to one or another reasons. Constant efforts has been made throughout to include all childrens with disabilities in mainstream so in order to achieve honest inclusion we should take strong steps and actions thus meaningful inclusion cannot be realized until we change our cultural and educational expectations to value numerous forms of achievement and recognize the contribution of all members of the society “ It is through inclusive school cultures, that changes in policies and practices can be sustained “(Booth and Ainscow2002,p.8)

“inclusion is most importantly seen as putting inclusive values into action.”(Booth and Ainscow)

#### **OBJECTIVES**

1. To provide access to education to all.
2. To bring an Increase in the enrolment , participation and retention of schooling by special *needs* children's .
3. Organise various curricular activities to motivate these learners towards learning process.
4. To provide an idea to organize innovative and exciting workshops on disability and differences to arouse and bring motivation among these learners.
5. To educate the parents and teachers regarding disability and differences and suggest as many possible solutions by comparing the opportunities and various challenges for the provision of inclusive education in different schools.
6. To explore the academic and social experience of children with disability while at school.
7. To identify various skills and practical opportunities in which children's with special needs are interested.
8. To prepare them for new challenges to improve quality of education
9. To suggest some solutions for the provisions of inclusive education in different educational institution.

## **II. METHODOLOGY**

The present study is non empirical study in which the author reviews the literature by browsing internet and looking on various quality papers on inclusive education and leaf through the journals of sage publication, beside it author personally interact and communicate with parents of special needs children's and make a review .Review methodology of database has also been followed, and in this way the study on inclusive system of education is being prepared.

## **III. FINDINGS AND SUGGESTIONS**

I round up the paper by offering my own reflections on the subject of the paper in the light of the material available which shows that children's are the assets of our nation so they should be uplifted in a best possible way, in simple words all children's should attain the right to education irrespective of any caste class or any disability infact all should be included in education so the particular agenda of inclusion is a big challenge and it requires a considerable change. Inclusive system of education does not merely becomes a policy and kept in watertight compartments or in the books only rather it should be practically applied and followed by all the members of the society so that true spirit of inclusiveness could prevailed and implemented for sustainable development to all especially to exceptional children's because these children's need special attention further more ordinary schools should welcome and accommodate all children's regardless of their disability, infact disability of the child should be treated as different abilities rather the term disability should be replaced by the term different abilities or differently able child from the so that it could help to bring desirable and appropriate results in the Motto of achieving EDUCATION FOR ALL; some of the major findings in this field that are being pin pointed by the author are as below; 1)recruit and appoint specialist and professionally competent teacher to deal with the special need childrens effectively.2)Hold orientation cum interaction sessions with parents and other senior citizens of the society.3)Develops positive understanding among the special need

childrens.4) integrate curriculum5)Adequate financial support should provided to marginalised and needy childrens.6)community involvement7)making inclusion a reality8) disability should not be viewed as a problem to be overcome but as a rich resource to support the learning for 9)students with developmental disorders requires special programming to develop appropriate and functional social skills ,anger and impulse management skills and communication skills so the schools and parents should understand this and help them in a proper and appropriate way.

CONCLUSION ; From the above it is concluded that Right to education in the form of inclusive education is one of the most beneficial type of education for people who are differently able .Developing good inclusive practice involves total institutional change at the same time we cannot deny the fact that our government has created and framed several policies in regard to special education and inclusive education but unfortunately they are not implemented properly throughout nor they reach their goal of Education for all which in turn creates a gulf in between education system so in order to bridge this gap that was being made due to non implementation of the said policies strong inclusive system could be built. Implementation of inclusive education in our country is still at the cross road and along miles to go so the premise of this argument is that the restructuring requires the expertise of special education moreover to enact an inclusive approach requires appropriate preparation of all stakeholders and such other measures and at last it should not just becomes a theme of seminars and conferences but should be practically followed by all

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