Inclusive Education in India: What, Why and How?

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Abstract

Inclusive education refers to an educational set-up where children with diverse learning needs are accommodated in general classroom and have equitable opportunities of quality education. Since long, India has been taking initiatives to provide equitable and inclusive educational opportunity to all children regardless of their diverse learning needs. In April, 2010 India implemented RTE Act which provides a legal framework to make quality inclusive education, the right of every child at elementary level. But having great cultural, social, economic and language diversity the goal is challenging. Many children, across the country come from socially disadvantaged backgrounds and extremely vulnerable socio-economic conditions, such as scheduled castes and scheduled tribes' communities; ethnic and religious minorities, poor economic conditions. They constitute the maximum drop-out population. This paper is an attempt to discuss the concept of inclusive education with reference to need of inclusive education in India. Further, article suggests a countrywide practice and strategy that may prepare a ground for successful inclusive education.

Key Words: Inclusive Education, Inclusive Education in India

1.0 Introduction

Education is an instrument for all-round development of an individual that's why education as a right of children has been enshrined in different international declarations since 1948, the Universal Declaration of Human Rights. The United Nations Convention on the Rights of the Child (UNCRC, 1989) UNESCO's movement for Education For All (EFA) 1990, Salamanca Statement (1994) and other focused treaties gave voice to the equal educational opportunities for children with disabilities, girls, racial minorities and migrant workers. The term inclusive education has been in vogue for past few decades and the education for children with diverse needs along with the general students has been spoken of strongly in recent times. The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca Statement, 1994) and was restated at the World Education Forum Dakar, Senegal (2000). Salamanca Statement, 1994 that *'inclusive schools were the most effective way to counter discriminatory approaches and attitudes towards students.'* Ensuring that each individual has an equal opportunity for educational progress remains a challenge worldwide, SDG-4 on Education and the Education-2030 Framework for Action emphasize inclusion and equity as laying the foundations for quality education. National Education Policy, 2019 also aims to achieve inclusive and equitable education system so that all children have equal opportunity to learn and thrive, and so that participation and learning outcomes are equalized across all genders and social categories by 2030.

2.0 Materials and Methods

Keeping in view of the nature of this study, secondary data from various sources were utilized. Data pertaining to various variables have been taken from international framework report published by UNESCO, UNICEF, World Education Forum (2000) along with World Health Organization (WHO) documents and other public and private agencies. This article also utilized different indigenous sources viz., Census of India (2011), District Information System for Education (DISE) 2014-15; Office of Registrar of India (2011); Planning Commission; Ministry of Women and Child Development; Ministry of Health and Family Welfare; Ministry of Social Justice and Empowerment; Press Information Bueauro (PIB), and National Curriculum Framework (NCF), 2005 along with Right to Education Act, 2009. Various researches have also been cited to complete the paper. The details of the data adapted/taken from various sources have been mentioned in reference list.

3.0 Development of the Concept of Inclusive Education

Inclusive education is an approach that advocates equal educational opportunities to all students without any discrimination. It is about making sure that each and every student feels welcomed and that their unique learning needs are attended and valued (as cited by Salahuddin, 2017). The concept of inclusive education is emerged of long-time practices made in the field of education of children with special needs. Over the last few decades, the field of education has witnessed the use of many concepts and terms which are associated with the education of children with special needs. Segregated education, special education, education of special children, education of the disabled, mainstream education, integrated education and inclusive education received wide attention of stakeholders and greatly influenced the educational policies and programmes. In order to proper understanding the concept of inclusive education it becomes imperative to look at the meaning and importance of the other related terms.

3.1 General Education

General education also called regular education/liberal education (as cited by Olason, 1977) is planned to develop learners' general knowledge, skill, competencies, literacy and numeracy skills that enable them to achieve their academic, career, and life goals. It is usually designed to prepare students for advance education. The majority of students of the world are subject to general Education.

3.2 Special Education

The term special education is designed for the children with disabilities i.e. physical, mental, learning etc. According to the New World Encyclopedia, *"Special education is the term most commonly used to describe the methodology and practice of education for students with special needs, such as learning difficulties, mental health issues, and specific disabilities. Special education students often have different needs, learn in different ways, and interact socially in different fashions than other students"*. Special education is carried out in special schools where special teachers teach persons with disabilities using special methods and material under special settings. Historically, Persons with Disabilities (PwD) were very often confined to hospitals, asylums, or other institutions and these places provided hardly any education (Brignell, 2010). However, for last few decades the persons with disabilities were given education in special school. Here it is necessary to mention that the term "special education" is referred to the education of disabled children.
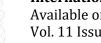
3.3 Integrated Education

The term integrated education has been in vogue for some time. It emphasizes placement of children with disability in mainstream school on part time or full-time basis. Integrated education model has been adopted by many educational systems as an interim approach in the move towards inclusive education i.e. "whenever possible, students with disabilities attend a regular school" but the emphasis, however, is upon the student to fit the system rather than the system to adapt to meet the educational needs of a student (Sharma and Deppeler, 2005). According to Sailor (1989) integration of the children with special needs into inclusive setting schools was parallel to racial desegregation (as cited at SEDL Web). The main focus of integrated education is on attendance and this system does not accept many of our children with disability on the basis of not being prepared enough (NCERT, 2007).

3.4 Mainstreaming

Mainstreaming is another concept which was introduced in 1975 in the 'Education for all the Handicapped Act' (as cited by Kumar, 2018). The concept of mainstreaming is closely linked to traditional forms of special education service delivery. According to Rogers (1993), mainstreaming has generally been used to refer to the selective placement of special education students in one or more "regular" education classes. This placement option has to be earned by a disabled child studying in special separate class be demonstrating his /her ability to keep up with the work assigned by the regular classroom teacher. This approach believes that students with disabilities must share the same physical space (classroom, playground, laboratory etc.) with students who have no disabilities.

3.5 Inclusive education

Inclusive education enables all children to learn together accommodating their diverse earning needs. The idea of inclusive education has been spelt out in the Salamanca Statement and the Framework for Action on Special Needs Education in 1994. It affirms that "*regular schools with this inclusive orientation are the most effective means of combating discriminatory attitude, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an affective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system*." It further urges all governments to, *"adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise*". Thus, inclusive education is a flexible education system which

accepts, accommodates and assimilates the needs of a wide range of learners and adapts itself to meet the differing needs. Salamanca Statement (1994) states that, *"school should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from disadvantaged or marginalized areas or groups."*

According to UNICEF (2010), *"Inclusion is really about how well child-friendly schools are doing at making practical changes so that all children, regardless of their background or ability, can succeed."*

Inclusive education is a rights-based quality education which emphasizes equity in access and participation, and responds positively to the individual learning needs and competencies of all children and places the responsibility of adaptation on the education system rather than the individual child (Save the Children, 2014). Together with other sectors and the wider community, it actively works to ensure that every child, irrespective of gender, language, ability, religion, nationality or other characteristics, is supported to meaningfully participate and learn alongside his/her peers, and develop to his/her full potential.

Mitchell (2015) presented a model of inclusive education (IE) and summarized it in a formula IE = V+P+5As+S+R+L, where V = Vision P = Placement A = Adapted Curriculum A = Adapted Assessment A = Adapted Teaching A = Acceptance A = Access S = Support R = Resources L = Leadership.

- Vision: Willingness and commitment of education system to offer equal learning opportunity to each and every learner.
- Placement: Placing all learners to regular schools regardless of their diverse learning needs.
- Adapted Curriculum: Modification in the general curriculum for meeting diverse learning needs.
- Adapted Assessment: Like curriculum, general assessment methods to be modified according to diverse learning needs. Learners with special educational needs have individual educational plans, which form the basis of their assessment
- Adapted Teaching: Strategic improvement in teaching methods, well-paced and research-based instructions to meet the diverse learning need of every learner.

- Acceptance: The education system and the school recognize the right of learners with special educational needs to be educated in general education classrooms, to receive equitable resourcing and to be accepted socially and emotionally.

- Access: Physical access to the resources within and outside the classroom like ramp, wheelchair, adaptable toilets, doorways etc. in addition to this drinking water facility, furniture, ventilation and temperature should be according to the diverse learning needs.

- Support: Adequate and appropriate support for teachers consisting advice and guidance from a specialist adviser, access to appropriate therapists and other professionals (e.g., psychologists, hearing advisers, social workers, physiotherapists, speech and language therapists, and occupational therapists) etc.

- Resources: Adequate and appropriate equipment and appropriate levels of staffing.

- Leadership": Leadership exercised by policy makers and advisors, administrators and teachers should have strong commitment to accepting and celebrating diversity, a sensitivity to cultural issues, and set high, but realistic, standards.

Hence, Inclusive education is a process as well as a practice of removing barriers and enabling all students, including previously excluded groups, to learn and participate effectively within general school systems (Wanjohi, 2010). The Right of Persons with Disabilities Act 2016 (RPD Act) mandates inclusive education and stipulates that children with disabilities be admitted in all educational institutes without discrimination and provided with an environment that maximizes academic and social development with the goal of full inclusion. It is an attempt to put into practice that each and every student with whatever abilities is welcome in the same educational setting and guarantees that their unique needs and learning styles are appreciated and valued, and will be respected and encouraged. Katarina Tomasevski (1953-2006), first United Nations Special Rapporteur identified children and prepared a list of people who are likely to be excluded from the existing system of education, around the world. The list includes (as mentioned by Kaushik and Srivastava, 2019)

- Children who abandoned

- Children who abused

- Children who are arrested for any crime or are staying in correction houses

- Children who are seeking asylum

- Children who are beggars

- Children who child laborers

- Children who are child prostitutes

- Children born out of wedlock

- Children who are conscripted –children employed in military work

- Children who are delinquent

- Children who are disabled

- Children who are domestic servants

- Children who are using drug

- Girls

- Girl Child with disability

- Children who are affected by HIV/AIDS

- Children who are homeless

- Children who are illegally adopted

- Children who are imprisoned

- Children who are institutionalized

- Children who are married in childhood

- Children who are mentally ill

- Children who are migrant or belong to migrant families

- Children who are nomadic

- Children who are orphans

- Children who are poor or children of poor parents

- Pregnant Girl

- Children who are refugee

- Children who are from rural areas

- Children who are *sans-papiers*, that is children without identity papers

- Children who are sexually exploited

- Children who are sold and purchased

- Street Children

- Children who are unaccompanied refugee

- Children who are war affected

- Children who are from a low socio-economic background

- Children who are from linguistic minority

- Children who are from slum areas

- Children who are living with a single parent

Thus, inclusive education is an attempt to address the learning needs due to human diversity that may be perceived as being male, female or transgender, having disabilities or not, belonging to different language, religious, regional or financial backgrounds varying in chronological ages, and having faced different challenges due to health, migration, natural calamity or human actions and activities such as industrialization and issue of 'Naxalism' (Kushik and Srivastav, 2019).

4.0 Importance of Inclusive Education

Children who learn together, learn to live together (Save the children, 2017), hence, inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights (Salamanca Statement, 1994). Education for All as an inclusive concept must take account of the needs of the poor and the most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs (Dakar framework for Education, 2000). Thus, the scope of inclusive education goes far beyond learners with disabilities and has now been extended to cover all learners with special educational needs, whatever their origins (Mitchell, 2015). Inclusive education a) improves learning for all children – both those with and without disabilities, b) promotes understanding, reduces prejudice and strengthens social integration c) and ensures that children with disabilities are equipped to work and contribute economically and socially to their communities (UNICEF, 2017). Inclusive education therefore involves changing culture of contemporary schools with emphasis on active learning, applied curriculum, appropriate assessment methods, multi-level instructional approaches, and increased attention to diverse student needs and individualization (Onyebuchi, 2018). In other words, inclusive education is open to all students including previously excluded group, and ensures that all students can learn and participate in a common situation and a common milieu. It provides better opportunities for learning within the individual differences (Fernandes, 2010). Children with varying abilities are often better motivated when they learn in classes surrounded by other children (Manichander, 2015; p.71). India where is a cultural mosaic that strives for unity in diversity, inclusive education is to be most important because it provides opportunities for playing, learning, being and growing together with different need in diverse communities.
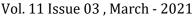
5.0 Why Inclusive Education in India?

Anthony Lake, Executive Director, UNICEF (2015) stated that, *"Education is the key to a better life for every child and the foundation of every strong society – but far too many children are still being left behind. To realize all our development goals, we need every child in school and learning."* Education is the prime tool that equips a child to meet the challenges of life so equitable and quality inclusive education as a civil right and a model of education is being adopted in democratic societies where school accommodate the diverse learning needs without any discrimination. UNESCO and other international human rights treaties prohibit any "exclusion from, or limitation to, educational opportunities on the basis of socially-ascribed or perceived differences, such as by sex, ethnic/social origin, language, religion, nationality, economic condition, ability". It is important to mention that for decades the concept of inclusive education was mostly focusing narrowly on children with disabilities only. Salamanca Statement (1994) clearly expanded that, "All children should learn together, wherever possible, irrespective of any difficulties/differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students".

The Sustainable Development Goal (SDG) 4 on Education and the Education 2030 Framework for Action emphasize *Education for All* as a way to conceptualize inclusive education, and make a pledge to "*leave no one behind*". Education for All takes into account "the needs of the poor and the most disadvantaged, including working children, remote rural dwellers and nomads, ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs". And SDG 4.5 specifically reaffirms the need to "ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations".

India is home to the largest child population (47.2 Cr; 39% of the total population) in the world. However, the Indian Constitution guarantees compulsory elementary education to all children of 06- 14 years without any discrimination and empowers the states to make special provisions for children , 1 in 4 children of school-going age is out of school, out of every 100, only 32 children finish their age-appropriate school education and only 2% of the schools offer complete school education from Class 1 to Class 12 (DISE, 2014-15).

As per the census of India (2011), literacy rate among children (considering the age-group 7-18 years) stands at 88.3% and the gender gap observed for this age group is 2.9 percentage

points. Data reveals that 4 per cent (1.01 Cr.) of the age group 5-14 years children are workers. As per the NFHS– 4 (2015-16), overall, 5 percent of children under age 18 years are orphans. *India is country of 18 million street children out of which approximately 60% are illiterate (Kombarakaran 2004).* The Census 2011 showed that in India, 20.42 lakhs children aged 0-6 years are disabled which constitute 1.24% of all 0-6 age group children which means one in every 100 children in the age group 0-6 years suffered from some type of disability. As per the Census (2011), 66 lakh children in the age group 5-19 years are disabled. Total 23 per cent of the disabled children (0-6 years) are having disability in hearing, 30 per cent in seeing and 10 percent in movement and 7 per cent of the disabled children have multiple disabilities. Further, Census 2011 showed that, 61 percent of the disabled children aged 5-19 years are attending educational institutions. 54 percent of the disabled children with multiple disabilities never attended educational institutions and 50 percent of the children with mental illness never attended educational institution (As cited in Ministry of Statistics and Programme Implementation, 2018).

6.0 Suggested measures to implement Inclusive education in India

NCFTE (2009) clearly stated that, *"Inclusive education refers to a philosophical position as well as an arrangement of institutional facilities and processes. The aim is to create an integrated school setting, providing equal opportunities to children with special abilities, varied social backgrounds and diverse learning needs."* The principles of inclusion and equity are, then, not only about ensuring access to education, but also about having quality learning spaces and pedagogies that enable students to thrive, to understand their realities, and to work for a more just society (UNESCO, 2017). Inclusion is not an experiment to be tested but a value to be followed (Sanjeev & Kumar, 2007). It requires strong and inclusive policy of education, attitudinal change of stakeholders, flexible and diversified curriculum, common school system, trained teachers and a team of professionals such as medical practitioners, psychiatrists, therapists, social workers and sufficient financial aid. There need a systematic planning and strong will power to execute the plan. But how to initiate and implement the inclusion? Suggested steps are as below:

6.1 Understanding the philosophy behind inclusion: The concept of inclusion needs to understood in true spirit. Though the concept has been emerged of special education but it is based on the philosophy of human rights. Most of the time inclusive education is misunderstood as the education of *divyang* or disabled children only. However, *divyang* or disabled children

are most marginalized section of children, inclusive education responds to the needs of every vulnerable child whose right to education has been compromised. The idea behind this is "every learner matters and matters equally" (UNESCO, 2017). In fact, education itself is inclusive in nature. It is our socio-economic, cultural and political system that has created walls between man and man. In Indian culture this discrimination is deeply rooted under the circumstance like caste-based society, regionalism, geographical conditions, language and religion diversity, socio-economic conditions, poor political will etc. So, an inclusive and equitable approach to education that ensure access to and conditions of success in education for everybody, including those in the margins, either with learning difficulties because of physical or mental disabilities or because of their social position (NCFTE, 2009). So, the philosophical nature of inclusive education is first thing to understand before its planning and implementing.

6.2 Building strong and inclusive policy of education: Salamanca Statement (1994) urges all governments "to give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties". Though many initiatives have been taken in India regarding the education of disadvantages children. But the results are not rewarding. Approximately 32 million Indian children (aged between 6 and 13 years) have never attended any educational institution while nearly 78 lakh children are forced to earn a livelihood even as they attend schools (The Better India, 2017). NPE, 1968 and 1986 recommended to prioritise the education of disadvantage children. Right of Children for Free and Compulsory Education (2009) guarantees free and compulsory education to all children between ages six to fourteen and Inclusive Education for Disabled at Secondary Stage (IEDSS) provides assistance for the inclusive education of the disabled children in class IX-XII. However, National Education Policy, 2019 aims at equitable & inclusive education for every child in the country, with a special focus on under-represented groups, we have to implement this in words and spirit to strengthen inclusive education.

6.3 Common school system: The Kothari Commission (1964–66) addressed the issues of access and participation and stressed a common school system open to all children, irrespective of their gender, caste, creed, community, religion, economic condition and social status. A common school system can be defined as a national system of education that is founded on the ideals and values of the Constitution of India, and which has the capacity to provide education of a comparable quality to all children in an equitable manner irrespective of their caste, creed, gender, class or location (NCF, 2005). Broadly speaking there are three types of schools in

India, government schools, private schools and aided schools. However, RTE, 2009 provisions 25 percent seats for children of poor socio-economic in private schools but the results are not encouraging. Children of economically sound family complete their schooling in private schools and poor masses of India in urban and rural region are going to government schools where the quality of education is always compromised. Quality of education in private schools is better (FICCI, 2014) while the quality of education in government schools of India is deteriorating (ASER, 2017). As a result, private schools accounting for 40% share in enrolment and it appears that the private sector may account for a 55-60% share in overall enrolment in K-12 schools by 2022 (FICCI, 2014). First with these results we cannot dream of inclusive education, second this is the biggest reason of discrimination among students.

6.4 Access and acceptance to public place as well as schools: Access and freedom of movement to all children with special needs to public places and positive social attitude towards their participation in social life is the another needs to make inclusive education comes true. The discrimination being faced by street children, working children, children of scheduled caste, Scheduled tribe, labour workers and nomadic groups in India is not only a threat to inclusive education but also a stigma democratic nation. Untouchability stills pervades in country even after this has been abolished by the constitution. A scheduled caste child would not be allowed touch the water brought for the teachers or touch the bottles of other dominant caste children and are forced to sit back in the class (Holzwarth, Kanthy & Tucci, 2006). This socio-cultural stereotype will have to be changes. Street children are other category who are denied of equal educational opportunity. being most vulnerable and deprived and hidden population they more likely to be abused, exploited and neglected. Indian street children are routinely detained illegally, beaten and tortured and sometime killed by police (Singh & Purohit, 2011). In spite of all this, physical barriers in the built environment prevent disabled persons from using buildings, the spaces connecting built areas, public transport systems, and other public facilities and amenities. This has the profound negative effect of excluding disabled persons from society (UN 1999). Adequate physical access to and within classrooms should be provided, with such features as ramps and lifts, adapted toilets, doorways that are sufficiently wide to take wheelchairs, and adequate space for wheelchairs to be maneuvered in classrooms (Mitchell, 2015).Thus, equitable and inclusive environment should be created at school and community level and special needs of learner must be welcomed and accepted not in terms of right to education only but also, ideally, of teachers and fellow students accepting

human diversity at a philosophical level and accepting individuals with special educational needs socially and emotionally (Mitchell, 2015). There is also general concern about the social, economic, political and cultural factors that generate exclusion, which should be addressed through the definition and implementation of appropriate intersectoral policies focused on the causes of exclusion, both outside and within education (UNESCO, 2008).

6.5 Spreading awareness for bringing attitudinal change among masses: Success of inclusive education is not the task of the government and schools alone. It requires the co-operation of families, and the mobilization of the community and voluntary organizations as well as the support of the public-at-large. (Salamanca Statement, 1994). The social exclusion and negative attitudes result in social discrimination and thus leads to isolation, which produces barriers to inclusion (Dua & Dua, 2017). There needs an awareness drive to bring attitudinal change among teachers, parents, administrators, policy makers and community person. Promoting positive attitudes and respect for difference is a prerequisite for policy development and implementation of inclusive education in school and community (Ahmad, 2012).

6.6 Curriculum Adaptation: Curriculum adaptation is another key factor to realize the aim of inclusive education. The adoption of more dynamic and diversified teaching/learning strategies and flexible curricula that can respond to the diversity of learning needs (UNESCO, 2008). Traditional curriculum is inappropriate to meet the requirements of inclusive classroom. Making appropriate adaptations or modifications to the curriculum is central to inclusive education and as for as it is possible a curriculum should be a single curriculum, that is, accessible to all learners, including those with special educational need (Mitchell, 2015). It should not only respond to the diverse learning needs but also be tuned with the social inclusion. A curriculum for inclusive education should well structure yet flexible, meeting the diverse needs and accommodating variety of learning styles and to emphasize skills and knowledge that are relevant to students (UNESCO, 2008, Mitchell, 2015 and Kaushik and Shrivastva, 2019). It is accessible to and relevant for all children in terms of what is taught (content), how it is taught (method), how the children learn best (process), and how it relates to the life experiences of the children and the environment in which they live and learn (Deshkal Society, 2010)

6.7 Preparing teachers and other professional: Further significant investment in preparing teachers and other professional (special teachers, occupational therapist, educational psychologist, counsellors, technology consultants etc.) is needed to bring structural changes in the education system. A team of professionals having appropriate training provides adequate support for teachers. This team consists of (a) a general educator, receiving advice and guidance from (b) a specialist adviser, access to (c) appropriate therapists and other professionals (e.g., psychologists, hearing advisers, social workers, physiotherapists, speech and language therapists, and occupational therapists), and (d) assistant teachers/paraprofessionals, learning support assistants or teacher aides (Mitchell, 2015). The integrity and credibility of the teacher education system has unfortunately taken a great hit and witnessed a severe decline due to the thousands of "Teacher Education Institutions" that are solely commercial operations where little if any teacher education is taking place. (NEP, 2019). Hence, the quality inclusive education is very much depending on the quality of teachers so, teacher education programme should prepare the teachers to have the understanding of multiple exceptionalities, manage a diverse classroom, implement differentiated instructional strategies, and make appropriate accommodations for individual needs (Peebles & Mendaglio, 2014). At the same time other supporting staff at schools should also be sensitise towards the diverse needs of learners.

6.8 Inclusive school complex: School is the most active of formal education. It is space where students of neighborhood sit together, learn together, play together and complete other educational activities. John Dewey has aptly called it "a miniature form of society". Traditionally, children with special need missed this opportunity. Either they were segregated or stay out of school. But, now proclaiming the right to education of every child, schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions (Salamanca Statement, 1994). It should promote easy mobility and independent access to classroom, laboratories, libraries, playground, drinking water facility, toilets (Kaushik and Shrivastva, 2019). Adequate physical and human resources, positive school culture and collaboration between school, home and society will develop and implement the goal of school (Mitchell, 2015). The quality of inclusive education not only depends upon implementation policies, funding and infrastructure only but also on the classroom management and practices, where every child puts their interests and achieves the optimum development.

6.9 Evaluation and Research: Education is continuously evolving process, and for making it better continuous evaluation and research is very important. The research is seen as producing more authentic knowledge (Grover, 2004) because it is more grounded in the experiences and values of those concerned. Different kinds of teacher training programmes are being implemented by Government of India under SSA, IEDSS and other inclusive education schemes to orient elementary as well as secondary teachers towards Inclusive Education (IE). Periodic evaluation of the training programmes and constant updating to meet the challenges of changing trends in inclusive education should be part of the planning of teacher preparation. Research in all areas of education of children with diverse needs, including research for designing and developing new assistive devices, teaching aids, special teaching material and other items necessary to give a child with disability equal opportunities in education, should be made mandatory.

7.0 Concluding Remarks

Inclusive education is a new perspective or approach concerned with the education of all children without any discrimination. It ensures that schools are supportive and engaging places for all students, teachers, and caregivers. Hence in principle and practice Inclusive education is a process of enabling all students, including those who were previously excluded, to learn and participate effectively within mainstream school systems. It is considered as an appropriate educational philosophy and practice suitable for the changing and advancing human society and is meant to push the concept of social justice at a new and higher plane. The UN Convention on the Rights of the Child (1989) and Salamanca Statement (1994) called to governments of all nations to give the highest priority to inclusive education in their national education policy frameworks. It has come to be clarified that the Inclusive education differs from previous notions of 'integration' and 'mainstreaming' and 'special educational needs. In a complete reversal, inclusive education was propagated as the child's right to participate in a general school and the duty of all schools permit participation of all the students irrespective of their physical and socio-cultural background. Second, diversity lies in the socio-cultural roots of Indian society so without social inclusion classroom inclusion is impossible. We look over ambitiously at school for the inclusion of children with special needs. No doubt the role of school is vital but it comes in last. Initially, a strong policy to be develop and implemented, masses need to be sensitized towards diverse learning needs, proper physical and human

resources to be prepared and only than the dream of inclusive education operationalized. Thus, the process of inclusion should be implemented in descending order. Finally, school system should lay greater emphasis on active learning, authentic assessment practices, applied curriculum, multi-level instructional approaches, and increased attention to diverse learning needs.

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