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A STUDY ON PROPAGATION AND RELEVANCE OF INCLUSIVE EDUCATION: IN THE CONTEXT OF INDIAN CONSTITUTION AND SOCIETY

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Abstract

In this paper researcher tries to propagate the concept and need of inclusive education among the learners and people. India is the largest democratic nation in the world and third largest education system prevails in India. In India, each people are equal in accordance to Constitution. Inclusive education is a philosophy which includes all kinds of pupils irrespective of gender, colour, religion, cast, language, location, social and economic status, physical disabilities. Through this philosophy equilibrium can prevail in the society which is the ultimate the goal of our constitution and preamble also discuss about it. The study is descriptive and conceptual in nature. Different secondary sources like- books, journals, periodicals, articles used for the data sources. After the analysis of data, it is found that, the propagation of inclusion in education is utmost important, in the different parts and articles of Indian constitution discussed about the inclusion in direct or indirect ways. Different phenomenon of society also promotes the inclusion. The study also showed the problems of implementation of inclusive education in Indian class rooms.

Keywords: *Inclusive education, Constitution, Society, Democracy etc.*

INTRODUCTION

Inclusive education is a new approach or philosophy towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all the students together in one class room and community, irrespective of their strengths or weakness in any area and seeks to maximise the potential of all students. So, heterogeneity prevails in an inclusive class room. India is a democratic, secular, republic nation. Existing the heterogeneity is common issues in Indian

society. The practice of inclusion is not much older in the Indian education system. It can be said that, stereotype social customs and economic hinderance were the main obstructions in the propagation and expansion of inclusion in Indian education system. In 1974, the centrally sponsored scheme for Integrated Education for Disabled Child (IEDC) introduced to give equal opportunities to children with disabilities in general schools and facilitate their retention. National Policy of Education (1986) mentioned that- “to integrate the

handicapped with the general community at all levels as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence." The world declaration on education for all adopted in 1990 gave further boost to the various processes already set in country. The Rehabilitation Council of India Act 1992 initiated a training programme for the development of professionals to respond to the needs of students with disabilities. With the release of Salamanca statement in 1994 (UNESCO), many developing countries starting their policies to promote the inclusion of students with disabilities into mainstream schools. At Jometin World Conference (1990) in Thailand also emphasis on Education for All - which emphasis on inclusion. Different International and National Activities engage to full fledge implementation of inclusion in education.

1.1 Significance of the study-

Now, we are living in the era of technological advancement and development. Government taking different people friendly initiatives for their development of societal as well as economic status. Indian constitution also works as a safeguard for the rights of peoples. SarvaShiksha Abhiyan (SSA) was launching to achieve universalization of elementary education (UEE) in the year 2001. Zero rejection policy has been adopted under SSA, which ensure and secure the education of Child with Special Needs (CWSN). School is the miniature of society. So, societal relations, interaction, phenomenon taking place in the class room in various form and different ways within the diverse category of learners. Liberal and democratic Class room climate as well as school climate is necessary for the holistic development of the pupil's personalities. So, any type of discrimination and biasness should not entertain in the schools which can hinderance to achieve the egalitarian nature of society. Indian society is

pluralistic in nature, so to maintain the unity in the society we should give equal importance on every pupil to get quality education irrespective of any difficulties. Now, the study is very important in accordance with the societal change and societal demand.

1.2 Methodology of the study

The study is descriptive and conceptual in nature. Qualitative research method has been followed throughout the study. Different secondary data sources like- books, articles, periodicals, journals etc. used for the study.

1.3 Objective of the study

The study attempts-

1. To find out the relevance of Inclusive Education in the societal context of India.
2. To find out the relevance of Inclusive Education in the context of Indian Constitution.
3. To find out the challenges to implement the philosophy of inclusion in class room.

1.4 Research Question:

Research questions of the study are-

1. How the inclusive education is relevance in the context of Indian society?
2. How the inclusive education is relevance in the context of Indian Constitution?
3. What are the challenges to implement the philosophy of inclusion in class room?

1.5 Delimitations of the study:

The study has delimited in following ways

1. The entire study has done in the context of India.
2. The study mainly focus on the societal context and different education related clauses and articles of Indian constitution.
3. The study mainly done in the context of school education of India.

1.0 Meaning of inclusive education:

Now, providing quality education to all children of 6-14 years is mandatory for respective governments as it is fundamental rights of the pupils (**Fundamental rights, Indian Constitution, 2002**) Inclusive education is an initiative that includes the diverse types students in a single class room. Inclusive education emphasis in the inclusion of differently able students in a same class room with the general students. But now inclusive education means not only the include differently able students in the general class room but also include students from socially disadvantage groups, economically weaker sections, religion and linguistically backward students in a same class room. Inclusive education means that all students attend and are well come by their neighbourhood schools in age appropriate, regular class and are supported to leans, contribute and participate in all aspect of the life of the school. The principle of inclusion education was adopted in Salamanca. The statement entitles as- "World Conference on Special Needs Education: Access and Quality" and it restated at World Education Forum (Dakar). In India, National Council of Educational Research and Training (NCERT) joints hands with UNICEF and launched – "Project Integrated Education for Disabled Child (PIED)" in the year 1987, to strengthen of learners with disabilities into regular schools. National Curriculum Framework-2005 stated that- "It is important to create in inclusive environment in the class room for all students specially those who at risk of marginalisation, for instance, students with disabilities. Labelling and individual student or a group of students as learning disabled etc. creates a sense of helpless, inferiority, and stigmatization. It tends to overshadow difficulties that children may be facing in schools due to diverse socio-

economic background and inappropriate pedagogical approaches being used in the class room. A student with a disability has an equal right to membership of same group as all other students. Differences between students must be viewed as resources for supporting learning rather than as a problem. Inclusion in education is one of the components of inclusion in society."

3.0 Analysis and Discussion of the Study

3.1 Inclusive Education and Indian Society

The nature of Indian society reflects in the constitution. In the preamble of Indian Constitution states that- India as a Sovereign Socialist Secular Democratic Republic Nation (Preamble of Indian Constitution, 1976). Constitution gives the equal rights and power to every one of the countries. In the context of Indian society, heterogeneity found in many aspects like- gender, religion, economic, languages, status, culture, disability but can't discriminate the people based on this heterogeneity. Children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability and can access an inclusive, equality and free education on an equal basis with others in the communities in which they live (UN convention on Persons with Disabilities 2006: Article 24).

Basic socialization starts from class room. Socialization is a complex phenomena and process. To properly socialise students, implementation and practice of inclusion is the best way. Different societal components and inclusion process discussed in flowing ways-

3.1.1 Social interaction and Inclusive education: Societal interaction taking place through exchange, competition, conflict,

cooperation, accommodation. All these components of social interaction act vibrantly when heterogeneity prevails in the society. So, if we introduce the inclusion philosophy in the class room then heterogeneity prevails in the class room that would help to exchange the valuable ideas, healthy competition, constructive conflict, cooperative attitude, accommodation according to situation. So, to establish the humanitarian bonding among the peoples of society through societal interaction, initiation should start from class rooms through implementation of inclusion in class room.

3.1.2 Social equilibrium and Inclusive education:

Change and equilibrium is the law of nature. There is always a conflict taking place between change and equilibrium. As the nature of society is heterogeneous maintain the equilibrium in society is quite difficult. To establish the equilibrium in society, equal place and importance should give to each component of society and peoples. So, biasness should not entertain in the class room based on any types of disability or economical weakness. Status of Equality should practice in class room which would work as a milestone to genesis the equilibrium in the society.

3.1.3 Unity in diversity and Inclusive education:

One of the major characteristics of Indian society is unity in diversity. Diversity prevails in Indian society in different issues. Through the education socialization of social beings means pupil taking place. So, education takes major role to being or to propagate unity among the pupils. That's why unity should present in education system. Holistic participation in education should free and open, so that all students can take part in education system. So, the concept inclusion should embedded in our education system is very important

system to establish the concept of unity in diversity in Indian society.

3.1.4 Egalitarian society and Inclusive Education

In a democratic nation egalitarian approach is very important in society. In an egalitarian society importance given on individuals. In an inclusive classroom we nourish and involve diverse types of learners in a class room. So, inclusive class room works as mile stone for establishing the egalitarian society.

3.2. Constitution and inclusive education

Indian constitution is the written document which helps to maintain the administration of the country. Preamble of the constitution is one type of abstract which reflects the purposes and functions of the constitution. Different articles and clauses show different rights and duties of the peoples.

3.2.1 Preamble of the Constitution

In the preamble of Indian constitution different important terms have been used which are self-significative

- **Justice:** In a democratic nation, justice indicates the justice of common people for their social, economic and political rights. So, on the point of justice, we can't discriminate the pupils based on any type of disabilities in the common schools. Based on justice, each pupil (irrespective of disabilities, social status, economy, gender) has a right to get an equal education provide by government.
- **Liberty:** Indian peoples get the opportunities of liberties of thoughts, belief, faith and worship. If we discriminate the pupils based on disabilities then they would unable to express their belief, thoughts, faith. So, class room climate should democratic and the role of teacher should liberal which helps to expand the concept inclusion.

- **Equality:** Equality is one of the basic tenets of democracy. All are equal irrespective of their cast, creeds, gender, religions, economic status, disabilities. So, we can't do any type of discrimination of disable pupils to take education with normal pupils.
- **Fraternity:** It encompasses the dignity of individual and the unity and integrity of nation. So, individual is very important in the context of democracy. To enhance and enrich the fraternity, inclusion is very important. Heterogeneity nature of class room helps to propagate fraternity among the pupils as well as peoples.

3.2.2 Constitutional Provisions on Education and inclusive education:

The well-known *Kothari Commission (1964-66)* recommended that-Central Government should undertake the responsibility in education for the equalization of educational opportunities with special reference to the reduction of inter-state differences and the advancement of the weaker section of the community.

In the constitution of India different clause and articles discussed about the education of pupils. Constitution in its different articles discussed about the Education as-

- **Free and Compulsory Education:** The Constitution makes the following provisions under *Article 45* of the Directive Principles of State Policy that, "*The state shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory Education for all children until they complete the age of fourteen years.*" It is clearly directed in *Article 45* of the Constitution that the provision of Universal, Free and Compulsory Education becomes the joint responsibility of the Centre and the States. The term "*all children*"

includes all the children irrespective of their cast, economy, social status, disabilities means constitution fully engaged to implement inclusion in education.

- **Education for Weaker Sections:** *Article 15, 17, 46* safeguard the educational interests of the weaker sections of the Indian Community, that is, socially and educationally backward classes of citizens and scheduled castes and scheduled tribes. *Article 15* states, "Nothing in this article or in clause (2) of *Article 29* shall prevent the state from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the scheduled castes and the scheduled tribes."
- **RTE Act. 2009:** The right of children to free and compulsory education act 2009 promote the free and compulsory education to all the children of age six to fourteen years. Act also ensures that, the child suffering from any disability have right to pursue free and compulsory elementary education.
- **Fundamental duties-** "*Articles 51A (k):* It shall be the duty of every citizen of India who is parent f guardian to provide opportunities for education to his child or ward between the age of 6 to 14 years."
- **Fundamental Rights:** The 86th amendment to constitution of India in 2002, provide right to education as a fundamental right in part-III of constitution. A new *Article 21A* has inserted which made right to education a fundamental right for children between 6-14 years which would help to propagate the inclusive education.

4.0 Challenges of inclusion in Class room: India is the second largest populous nation in the world. Implementation of any policy or programme is not easy in India. Huge

percentage of disabled people live in India and their problems are so complex. Following are the major challenges in introducing the inclusive education in Indian class room-

1. The main problems of the implementation of inclusion in class room is the absent of proper Infrastructure. Deficiency of Appropriate sits, ramping, wheel chair are the major problems in implementation the inclusion.

2. Adequate and efficient teacher's scarcity is the major problems. Numbers of special teacher training institutions are quite low.

3. In an inclusive class room there need the diversity and innovative teaching learning materials. But in our school systems, traditional TLMs like maps, charts, globe used which are unable to fulfil the needs of special Childs.

4. In our schooling systems, rooms are large and huge number of students participate in teaching learning. To run the inclusion the numbers of students should reduce to emphasis on individual students.

5. Student teacher ratio is very high. students cannot interact with teacher about their problems.

6. Stereotype social customs is one of the main prob in inclusion. Guardian of general students don't want to inclusion in general schools. Guardians of special child also try to avoid the general schools, they think their children would isolated in general class rooms.

7. As the number of special trained teachers is very low, traditional teaching methods followed in inclusive class room. Curriculum also rigid for special child. That's why, inclusion in general school is quite critical.

5.0 Conclusion

At present education system, inclusion in education a vibrant issue. As India is the largest democratic nation and second largest populous country, it is quite critical to implement the inclusion in education. Government taking different

initiatives for the implementation of inclusion in education. Special trained teachers gradually increase, and guardians are also aware about it. Infrastructural development, technological innovation, flexible curriculum, innovative methods of teaching are necessary to implement inclusion in education. So, it can be concluded that, within a few years it can be possible to transform class rooms into inclusive class rooms.

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