

## **INCLUSIVE EDUCATION: CONCEPT, MODELS, BARRIERS, LEGAL PROVISIONS; POLICIES AND LEGISLATION**

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### **ABSTRACT**

Inclusive education represents a modern method of teaching children with disabilities and learning challenges alongside their typically developing peers in the same learning environment. It promotes the idea that students with special needs should receive their education together with their non-disabled classmates in standard classroom settings. Models are ways of teaching that help teachers plan, carry out, and check the effectiveness of educational activities. In simple terms, a teaching model is a plan, example, or set of guidelines that helps in designing and organizing educational activities and the learning environment to reach the goals of education. Models are important to help make sure that proper inclusion in education works well. Inclusive education is very important, and children with special needs are a key part of this. These children with disabilities are usually not included in schools due to negative attitudes and a system that doesn't welcome everyone. There are many obstacles that make it difficult to properly practice inclusive education in a country. We need to work on removing these barriers by providing education to all children in a way that includes everyone and encourages a positive mindset.

**Keywords :** Philosophy of inclusive education, Learning barriers, Special needs, Teaching models, Diversity, Policy implications.

### **Meaning**

Inclusive ~ Not excluding any of the group or party/ including everyone.

Education ~ The process of receiving or giving systematic instructions, especially at school or a University.

Inclusive Education ~ Education for all.

### **Definition**

“ Inclusive education is a set of values, principles and practices that seeks more effective and meaningful education for all students, regardless of whether they have exceptional labels or not.”

(Michael F. Giangreco)

“ Inclusive education or setup may be defined as a place where everyone belongs, is accepted, supports and supported by his/ her peers and other members of the school community in the course of having his/ her educational needs met”

(Stainback & Stainback)

### **Introduction**

There have been efforts internationally to include children with disabilities in the educational mainstream. Especially, because these kids face some sort of barriers to learning and participation in the classroom. It works on the principle of inclusion, exceptional children

may get unique opportunities to get education with peers in the same age group available to those without exceptionally. As general education classroom include more and more diverse students, teachers realize the value of accepting each student as unique.

### **Principles/ Nature**

Following are the principles or nature of inclusive education ~

#### **Principle of equal opportunities :**

It should follow the principle of equal opportunities. Every child regardless of race, gender, disability, socio - economic status should be able to access equal educational opportunities.

#### **Principle of Uniqueness :**

Inclusive education is based on the principle that every student is unique and has their own strength and weakness. It is the duty of teacher to enhance the strength of students and try every possible way to remove their weakness.

#### **Principle of dignity :**

The principle of dignity in education is based on the belief that all students have the right to be treated with respect.

#### **Principle of acceptance :**

The principle of acceptance in inclusive education is based on the idea that the disabled learners should be welcomed and encouraged to participate fully in the educational process.

#### **Principle of relevance :**

The principle holds that teachers should select content that is relevant to students. Some students learn by observing and some by experiencing things.

#### **Principle of social balance :**

It is based on the principle of social balance. To live and thrive in society, social balance is essential. It provides equality in the classroom by removing all kinds of prejudice and discrimination among students.

#### **Principle of collaboration :**

It is based on the principle of collaboration. Teachers should create enough opportunities for students to work collaboratively in an inclusive classroom.

#### **Principle of empowerment :**

Empowerment means providing students with the resources they need to realize their full potential. It can help them to feel proud of themselves and to develop confidence in their abilities.

### **TYPES OF INCLUSIVE EDUCATION**

**Partial Inclusion :** Children with disability are educated in the regular classrooms for most of the time of the day. For rest of the day, they live their regular classrooms to be with their special education.

**Full Inclusion :** It means that the disabled students get all the special services they need in the regular classroom and stay there all day.

## **PHILOSOPHY OF INCLUSIVE EDUCATION**

### **Evolution of philosophy of inclusive education :**

#### **Special Education**

Special education is a separate system of education for the disabled children outside the mainstream education. It was based on the assumption that children with disability had some speculation needs, that could not be met in mainstream schools. Therefore, they need to study in a separate school with other children having similar needs.

#### **Integrated Education**

In integrated education, the child is seen as a problem and not as a system. He/she is considered to be different from others and if he/she cannot learn, it is his /her problem. It was came into existence in 1986 after the recommendations of National Policy of Education. It was came due to the major disadvantages of 'Special education' which promote separate environment because special schools are usually not available in an immediate environment.

#### **Inclusive Education :**

Inclusive education is a new approach towards educating the children with disability and learning difficulties with that of normal ones under the same roof. It advocates that special children with special needs have to be educated along with normal peers in the regular classroom. In 1974 , the centrally sponsored scheme for Integrated Education for Disabled Children (IEDC) was introduced to provide equal opportunities to children with disabilities in general schools and facilities their retention.

#### **Models of Inclusion :**

These are instrumental designs or teaching strategies which guide the teacher in planning, implementing and evaluating educational activities.

#### **Strategies Intervention Model**

It was developed at the university of Kansas. It is a process by which teachers and school support staff, including mental health professionals and administrators, team up to provide comprehensive support to teachers who experience difficulty managing students who are struggling socially, emotionally, behaviorally and academically. It includes three components ~ Assessment, interventions and monthly meetings.

#### **Full Inclusion Model**

It is also known as Push In Model. Specialist work closely with students in the general education classroom. Instructional support, differentiated instruction or related services are provided in the classroom. It is the most worthy model.

#### **Resource Model**

Specialist work closely with students outside of general education classroom. Instructional support or related services are provided in small groups or one-on-one in a separate setting. It is also known as Pull Out Model.

### Team teaching Model

It is a model, in which two teaching polarities are joined together. The special education teacher and the regular classroom teacher work together and teach the students in one classroom.

### Peer learning Model

The student with disabilities is included during regular classroom instruction to provide him/her with an appropriate interaction with non- disabled peers.

### Non- Academic Model

In this model, the student with disabilities participate only in non academic class activities, such as an art, music, physical education and other activities. It is more appropriate for our lower functioning, alternate assessment of students.

## **BARRIERS TO IMPLEMENT INCLUSIVE EDUCATION**

### *Physical barriers*

The lack of wheelchair ramps in school buildings, malls, playground, washrooms and public transportation is a main difficulty identified by several students with disabilities when going to school and public places.

### *Attitudinal barriers*

Some of the greatest barriers related to inclusion in education is negative attitudes. Many people are not prepared to interact with people with disabilities. Another attitudinal barrier faced by students with disabilities is emotional bullying which is a serious barrier to learning.

### *Lack of awareness*

It indicates that most of people are not aware of inclusive education. Moreover, they are not aware of the schemes and policies launched by the state and central government for disabled children.

### *Prejudice and discrimination*

There is still a lot of prejudice and discrimination against children with disabilities. They often experience discrimination in everyday life which extends to the educational setting.

### *Untrained teachers*

Teachers are not trained properly. They have no idea what kinds of methods and instructional strategies they should employ while teaching students who have disabilities. They don't know how to handle disabled students.

### *No financial Support*

Inclusive education programs require additional resources such as modern technology, special teachers, special equipments etc. Therefore they are costly to run. But many schools in India are struggling to afford funds for inclusive education programs.

## **Legal Provisions: Policies and Legislations**

### Person with Disabilities Act (1995) :

The most landmark legislation in the history of special education in India is the Person with Disabilities (equal opportunities, protection of rights and full participation) Act, 1995. The PwD Act, 1995 was comprehensive break through legislation, that was provided for

education and economic rehabilitation of people with disabilities. It states that free education for children with disabilities upto the age of 18 years must be provided in an appropriate environment. This comprehensive Act, covers Seven (7)disabilities, fourteen (14)chapters and seventy four (74) sections.

## 7 Disabilities~

- 1) Blindness
- 2) Low vision
- 3) Leprosy cured person
- 4) Hearing impairment
- 5) Locomotor disability
- 6) Mental retardation
- 7) Mental illness

## 14 Chapters ~

- 1) Preliminary
- 2) The central coordination commission
- 3) The state coordination commission
- 4) Prevention (Early detection of disability)
- 5) Education
- 6) Employment
- 7) Affirmative action
- 8) Non- discrimination
- 9) Research and manpower development
- 10) Recognition of institution for person with disabilities
- 11) Institution for person with severe disabilities
- 12) The chief Commissioner and commissions for PwD
- 13) Social Security
- 14) Miscellaneous

## Rights of Person with Disabilities Act

(2016) :

The Rights of Persons with Disabilities Act, 2016 is a disability law passed by the Parliament of India to fulfill its obligations under the United Nations Convention on the Rights of Person with Disabilities, ratified by India in 2007. This act covers Twenty one (21) disabilities, seventeen (17) chapters and one hundred two (102) sections.

## 21 Disabilities ~

- 1) Locomotor disability
- 2) Leprosy cured person

- 3) Cerebral palsy
- 4) Dwarfism
- 5) Muscular Dystrophy
- 6) Acid attack victims
- 7) Blindness
- 8) Low vision
- 9) Hearing impairment
- 10) Speech and language disability
- 11) Intellectual disability
- 12) Specific learning disability
- 13) Autism spectrum disorder
- 14) Mental illness
- 15) Chronic neurological conditions
- 16) Multiple sclerosis
- 17) Parkinson's disease
- 18) Hemophilia
- 19) Thalassemia
- 20) Sickle cell disease
- 21) Multiple disabilities

17 chapters ~

- 1) Preliminary
- 2) Rights and entitlements
- 3) Education
- 4) Skill development and employment
- 5) Social Security, health, Rehabilitation and Recreation
- 6) Special provisions for person with benchmark disabilities
- 7) Special provision for PwD with high support needs
- 8) Duties and responsibilities of appropriate government
- 9) Registration of institutions for person with disabilities and grant to such institutions
- 10) Certification of specified disabilities
- 11) Central and state advisory boards on disability and district level committee
- 12) Chief Commissioner and state commissioner for PwD
- 13) Special court
- 14) National fund for pwd

- 15) State fund for pwd
- 16) Offences and penalties
- 17) Miscellaneous

United Nations Convention on the Rights of Person with Disabilities (UNCRPD) :

The United Nations convention on the Rights of person with disabilities UNCRPD is an international treaty of the United Nations intended to protect the rights and dignity of people with disabilities. It aims to ensure that disabled people enjoy the same human rights as everyone else and they can participate fully in society by receiving the same opportunities as others. It was adopted on 2006 and enforced in 2008. It includes 50 Articles. The first 10 Articles can be ~

- 1) Purpose
- 2) Definition
- 3) General principles
- 4) General obligations
- 5) Equality and non discrimination
- 6) Women with disabilities
- 7) Children with disabilities
- 8) Awareness raising
- 9) Accessibility
- 10) Right to life

Rehabilitation council of India Act (1992) :

The Rehabilitation council of India (RCI) was set up as a registered society in 1986. On September, 1992 the RCI Act was enacted by parliament and it became a statutory body on 22nd June, 1993. The act was amended by parliament in 2000 to make it more broad based.

Objectives of RCI

- 1) Regulate and monitor service to PwD
- 2) To maintain standardize syllabus
- 3) To maintain Central Rehabilitation Register

Sarva Shiksha Abhiyaan (SSA), 2000:

Sarva Shiksha Abhiyan was introduced to universalize elementary education. It is an effort to universalize elementary education by community ownership of the school system. It is a response to the demand of quality basic education. It is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community owned quality education in a mission mode.

Article 21(A) of the Constitution of India and its consequent legislation, the Right of children to Free and Compulsory Education Act or RTE Act, 2009 became operative in the country on 1st April, 2010. This development implies that every child has a right to elementary education of satisfactory and equitable quality in formal schools which satisfies certain essential norms and standards.

The program which aims to provide elementary education to all children in the 6 to 14 age group by 2010 is an effort to improve the performance of school system and provide community owner quality of elementary education in the mission mode. The SSA has a special focus on the educational needs of girls, SCs, STs and other children in difficult circumstances. It covers the following components under education for children with disability ~

- 1) Early detection and identification
- 2) Functional and formal assessment
- 3) Educational placement
- 4) Aids and appliances
- 5) Support services
- 6) Teacher training
- 7) Strengthening of special schools
- 8) Research
- 9) Monitoring and evaluation
- 10) Extra time in exam
- 11) Concession in age and fees
- 12) Reservation in jobs.

Both SSA and Inclusive education aim to bring all children in mainstream of education. The Zero Rejection Policy states that no child should be deprived of education. SSA emphasis that children with special needs should be brought to common schools. The Individualised Education plan for children with needs to be formed by schools with consultation of experts on basis of disability.

### **CURRENT STATUS OF INCLUSIVE EDUCATION IN INDIA:**

The Government of India since independence has undertaken a number of initiatives to provide education to children with disabilities. However, the attempts made by the government have not any significant effect impact so far. The children with disabilities still continue to be the most excluded and remains outside the school system.

To understand the current scenario of inclusive education in India, the following points need to be considered.

- 1) Infrastructure that could not have been made barrier free for all children with disabilities, has been narrowed down to the ramp and rail. The commitment to provide transport to children with disabilities has not started yet, in the most of the states.
- 2) Teaching and learning materials have become limited to the supply of Braille books or books in large points. Little attempt has been made, to cater to the needs of all children who communicate differently.
- 3) There is insufficient and improper pre- service teacher education programmes, so modification is needed to make these programmes effective. Currently, the teacher education programmes producing special teachers are controlled by Rehabilitation Council of India. Whereas, the general teachers are controlled by National Council for

Teacher Education. Thus, these two apex bodies need to collaborate and devise measures for producing skilled teachers capable of implementing inclusive education.

- 4) Schools need accommodation for truly practicing inclusive education. However, such accommodations are not there in majority of schools. Facilities such as lifts, directional cues, etc are mostly not available in schools.
- 5) The implementation of the policies framed by the government towards inclusive education is not adhered effectively.

## **CONCLUSION**

Inclusive education is not just a trend, it's a fundamental shift in how, we approach education, recognizing the inherent right of every student to learn and thrive in a supportive and inclusive environment. By embracing inclusive practices, schools can create a more equitable, just and enriching educational experience for all students, ultimately contributing to a more inclusive and harmonious society.

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