

A STUDY OF SPECIAL EDUCATION AND INCLUSIVE EDUCATION IN INDIA

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Received: 25 May 2021

Accepted: 28 May 2021

Published: 31 May 2021

ABSTRACT

With a focus on active learning, practical curriculum, suitable assessment methods, multi-level instructional approaches, and enhanced attention to various student needs, inclusive education entails transforming the culture of the traditional educational system. It had been thought that students with exceptional needs needed to get instruction separately since either they had never attended college or, if they did, had dropped out before completing their degree. In this paper on inclusive education, the researcher looked at the difficulties faced by students with special needs in relation to the availability of assistive technology, specialized teachers, barrier-free learning environments in the educational institution, and behavior of teachers, administrative staff, classmates, and families towards the special needs students. Additionally, it came to the conclusion that the special education needs of children with disabilities could not be met in isolation and that, in order to advance the goal of "education for all," it is important to ensure that all students receive quality instruction, regardless of their physical, mental, social, emotional, linguistic, or other conditions.

KEYWORDS: *Special Educators, Assistive Devices, Infrastructure, Education, Fund Management*

INTRODUCTION

In India, people with disabilities have historically coexisted with the general population. Although their treatment and attitudes toward them have changed over time, they have never been locked up in institutions, excluding them from society. They actually resided with their families. Even the Gurukula Ashram (educational institutions) promoted the basic educational principles of special education, such as identifying each student's abilities and needs, tailoring learning objectives and instructional strategies to match their abilities and interests, and preparing students to meet the social expectations of their potential interests. King Dhritrashtra ruled over all of India despite being blind, according to the renowned Mahabharata epic.

However, in more recent times, deliberate attempts were made in India to give disabled people access to educational and employment possibilities. The charity model was first used by Christian missionaries to build special schools in the 1880s (Alur, 2002). For instance, formal educational facilities for the blind, the deaf, and the mentally ill were founded in 1887, 1888, and 1934, respectively (Misra, 2000). Following these initial beginnings in the late 19th or early 20th century, an increase in the creation of these institutions was observed in the second half of the 20th century. India underwent a systematic development of special education following its separation from Great Britain in 1947, which resulted in the opening of 81 schools between 1960 and 1975. 150 special education facilities existed in 1979. The rise of special schools for kids with disabilities became significantly more significant with the founding of the National Institute for the Mentally Handicapped (NIMH) in 1986 and additional institutions shortly afterward due to the availability of skilled employees and functional service models.

This study looks into the difficulties experienced by teachers of kids with visual impairments in inclusive classrooms. A policy for special needs social groupings that must include all disabled people, regardless of their socioeconomic and cultural background, ethnicity, or level of disability, in order to ensure that all students receive an equal and high-quality education in higher education. Increased access to education for those that presently have only restricted access would result from inclusivity in higher education. For an inclusive education policy to be effective, attention must be given to the unique social and economic challenges that some groups experience. It must include measures to make up for certain social groups of impaired people. In this work, the researcher explores the difficulties and problems faced by people with disabilities who have visual impairments in India and how they relate to inclusive, high-quality education. Identifying the important issues that must be dealt with in the domain of teacher education and training in order to provide inclusive, high-quality education. Aiming to ensure that no kid with special needs is excluded from education, inclusive education

LITERATURE REVIEW

J D Singh (2016) Discuss the idea of inclusive education, challenges, and steps to implement it in India in his paper, "Inclusive education in India - concept, need, and challenges." According to research, inclusive classrooms must be managed by the federal and state governments and must serve the requirements of all children in every neighborhood.

Dr. Aruna, Kuldeep Singh, Mangi Lal (2016) according to the research presented in the article titled "Inclusive Education in India," approximately 10 percent of the world's population is afflicted by a handicap, and the majority of those affected persons live in poor countries. An overwhelming amount of support is being shown by human rights activists, non-profit organizations, government organizations, and different agencies, which are all in favor of inclusive special education as the type of education that is most beneficial for people of all ability levels. The three basic models that were considered by the researcher are segregated special education, integrated special education, and inclusive special education. These models have been differentiated between by international and local agencies, including Government and NGOs.

Teena Sarao (2016) examined the article titled "Obstacles and difficulties in inclusive education in India with specific reference to teacher training," and highlights the fact that children with special needs may be accommodated in the main school system without any demarcation and discrimination. In India, the expansion of the idea of inclusive education is being hampered by a number of challenges, including a scarcity of instructors with enough education; curricula; resources; and adequate and well-maintained facilities; awareness; and a positive attitude; as well as plans and regulations.

Gözde İrem Bayram, M Sencer Corlu, Emin Aydın and Deniz Ortaçtepe (2015) has read the article titled "An exploratory study of visually impaired students' perceptions of inclusive mathematics education," and the primary objective of this study was to investigate the obstacles that are encountered by visually impaired students when they are learning high school mathematics in inclusive classrooms. Although the researchers came to the conclusion that inclusive education was successful in meeting the social needs of visually impaired students, it was not successful in meeting their academic needs. We hypothesize that this may be in part due to the unfavorable attitudes that mathematics teachers have toward inclusive education.

V.Mrunalini, Dr. Premavathy Vijayan (2014) reviewed the article titled "Prospects of Inclusive Education in India." The article said that inclusive education "is a process of enhancing the ability of the education system to reach out

to all learners." It entails reorganizing the culture, rules, and practises of schools in order for them to be able to react to the diverse student body that exists in their respective communities. The author places a primary emphasis on bridging these gaps with a positive and constructive vision for effective inclusion.

Ankur Madan and Dr. Neerja Sharma (2013) research was done in India on the article titled "Inclusive education for children with disabilities: equipping schools to tackle the challenge." This article presents instructions in the form of broad generalizations that educational institutions might follow to launch such programmes. The recommendations were produced from an empirical research that included assessing prevailing practices and implementing inclusion in a typical school context. The inclusion part of the study was what led to the development of the guidelines. In addition, it has been argued that schools may be able to carry out inclusive education programmes provided they are sufficiently prepared, are able to obtain the support of all parties engaged in the process, and have the fundamental resources necessary to carry out the programmes.

Hazel Bines, Philippa Lei (2011) investigated in his study titled "Disability and Education: The Longest Road to Inclusion" that some of the most important problems and obstacles in regard to disability, education, and development are as follows: In developing nations, children with disabilities are one of the numerous categories of children that are still not enrolled in basic school.

S. Miles and Nidhi Singal (2008) read the article "The debate over inclusive education and education for all: conflict, contradiction, or opportunity?" "Education for All" and "inclusive education" are two worldwide initiatives that are intertwined, and the major purpose of this article is to investigate their connections. Researchers have brought to light a number of the underlying tensions and inconsistencies that are present in the ongoing worldwide conversations about education for all and inclusive education.

Md. Saiful Malak (2013) has read the article "inclusive education reform in Bangladesh: pre- service teachers' responses to include students with special educational needs in regular classrooms," which states that inclusive education has been recognized as a key strategy to ensure education for all in developing countries over the course of the past two decades. The majority of pre-kindergarten instructors, according to the findings of a research study, have negative views about include kids with special educational needs in normal classroom settings. The majority of the pre-service teachers' comments demonstrate both a misunderstanding of impairments and a lack of information about them.

METHODOLOGY

Schedule and research technique are respectively the two strategies that are used in the process of gathering and evaluating data gathered from the field. An investigation was carried out in India, which is home to many different institutions. The research is analytical in nature, and it is based on the primary data gathered from students in India who are visually impaired and who are pursuing higher education despite having a disability. The acquired data are of a rather insignificant character, and they are grouped and evaluated as follows:

This research article presents the findings of a study conducted by the researcher on inclusive education with regard to persons in India who have a visual impairment and who have a handicap. Eighty of the hundred patients whose vision is being tested are completely blind, and the other twenty have an impairment that is more than seventy percent. Additional study has resulted in the operational definition of the following term:

Assistive Devices

Students who are visually impaired benefit from increased access to the general curriculum and improved academic performance thanks to the use of assistive technology, which is defined as any device that increases a student's level of participation in educational activities or their level of independence from others. Technology has the potential to be a wonderful equalizer and can help level the playing field for kids who struggle with visual impairments. Students who are legally blind or have impaired vision have a greater need to become proficient in a variety of technological abilities since these skills will provide them with more alternatives for collecting and communicating information. Students who are blind or visually impaired are able to access and preserve material obtained via the Internet and libraries located all over the globe thanks to assistive technology.

Special Educators

A special educator is a kind of educator that employs customized teaching strategies in the classroom in order to educate students who have unique requirements, such as visual impairment, for example. The person in inclusive classrooms who is accountable for resolving disability-related educational problems is referred to as a special needs teacher.

Inclusive Education

Kids with exceptional needs are housed in the same educational facilities as students who do not have special needs 100 percent of the time or the vast majority of the time. Depending on the sort of service being offered, it is possible for specialized instruction to take place either inside or outside of the typical classroom setting. Education and the atmosphere of educational institutions are going to be the primary focuses of this investigation. The term "inclusion" refers to either the state or the process of addressing and positively responding to the diversities that exist among the students. This is accomplished by modifying and changing the education systems in order to accommodate all students regardless of their physical, socio emotional, intellectual, or other types of conditions. Inclusion can be thought of as either a state or a process. Adjustments to the infrastructure, as well as pedagogical strategies, assistive technology, and availability of special educators, are included in these alterations and changes. Further Inclusion of instructors who regard the many ways in which kids learn not as a problem but rather as a stimulus for improving educational assistance.

Barrier Free Infrastructure

Alternate methods of access to stairs, such as ramps, lifts, and elevators, need to be included into the building's design in order to accommodate those who have physical or other types of impairments.

ANALYSIS

To Study the Availability of Special Educator for Visual Impairment Students

The ability to access the general education curriculum is one of the many benefits that can be provided to disabled students by technology. However, this should not be construed as an attempt by technology to replace the role of educators, who bear the primary responsibility of familiarizing visually impaired students with the operation of various technological devices in a way that is both simple and helpful to those students. The difficulty that educators of children who are visually impaired face is figuring out how to teach them skills that they are able to grasp readily and would normally learn via sight. Students who are visually impaired have historically used a wide number of instructional strategies in order to read, write,

and gain a variety of other abilities, both academic and non-academic in nature. The majority of respondents (73%) were dissatisfied with the lack of access to special educators at their respective educational institutions. 69 percent of individuals agreed the fact that they are feeling comfortable communicating with them, out of a total population of 27 percent. In addition, 97 percent of respondents reported that audio teaching learning material was not used in the instruction process, which is not a positive indicator of efficient instruction. Sixty-one percent of respondents said that regular faculty members do not show interest in the position of special faculty members during lecture time to integrate visually impaired students into the mainstream, which is the primary goal of inclusive education.

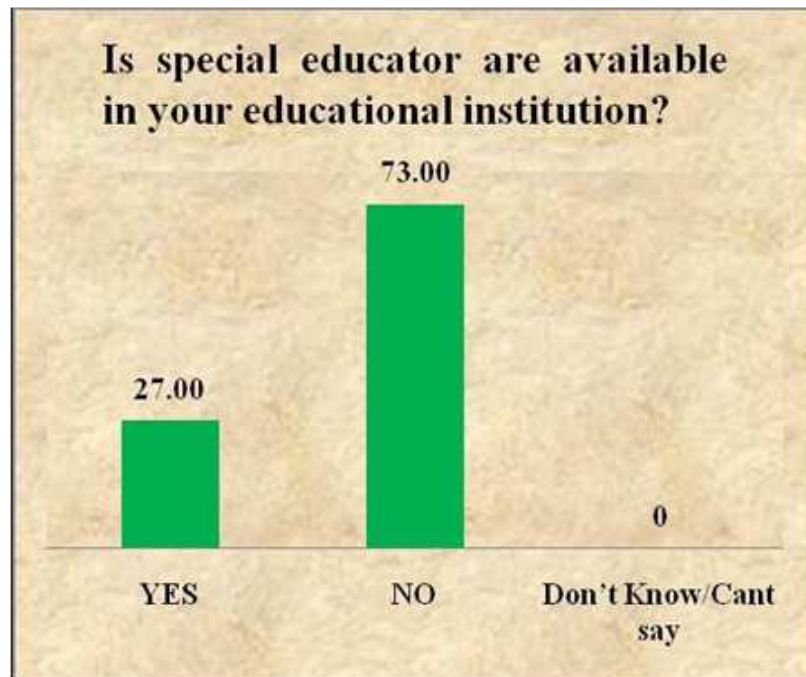


Figure 1

SPECIAL EDUCATION VS INCLUSIVE EDUCATION

The term "Special Education" (SE) has been replaced by the term "Special Need Education" (SNE), which came into use as a replacement for the older term "Special Education." The older term was primarily understood to refer to the education of all children and youth whose needs are the result of learning difficulties or disabilities. The Statement asserts, "those with special educational needs must have access to regular schools which should accommodate them within child-centered pedagogy capable of meeting these needs." "those with special educational needs must have access to regular schools which should accommodate them within child-centered pedagogy."

In addition, the idea of "Special Need Education" encompasses students who are struggling in school for a wide variety of other reasons that are known to be likely to impede a child's optimal progress. This means that the term can be applied to students in addition to those who may be included in categories for the handicapped. The extent to which a school needs to support their curriculum, teaching, and/or to provide additional human or material resources in order to stimulate efficient and effective learning for these pupils determines whether or not a more broadly defined group of children has a requirement for additional support, and whether or not this group of children is in need of additional support. ISCED's International Standard Classification of Education was published in 1997.

However, the marginalization and isolation of these students leads to the development of inferiority complexes on the part of the students as well as their parents and other guardians. This is the driving force behind the "Inclusive Education" concept. The goal of inclusive education is to ensure that children with special needs and typical children may grow together via participation in regular classroom activities. On January 19, 2005, the Rehabilitation Council of India (RCI) entered into a historic cooperation with the National Council for Teacher Education (NCTE) with the intention of developing a curriculum for special education and include it as part of standard teacher training programmes.

CONCLUSION

Even though the majority of blind and visually impaired people in this country currently live on the margins of our society and economy, the few success stories clearly establish that they are a potential Human Resource. This is the case despite the fact that the majority of blind and visually impaired people in this country are currently unemployed. It is time to view things in light of that perspective. There is an immediate and critical need to make investments in and improve the quality of the education that a kid who is visually impaired gets. In the preceding conversation, we took the first step toward inclusive education; but, with the present context, we are still having difficulty with the execution of laws and regulations defined by the government in regard to inclusive education. Although the progress made toward inclusive education has been encouraging, there is still more work to be done before it can really assist students with visual impairments as a whole. Assistive technology helps bridge this gap by 'assisting' in the practise of educating children in the same classroom, including children with physical, mental, and developmental disabilities, helping them to learn the material in a way that they can understand, by eliminating barriers that had been preventing them from being on the same level as their peers. These barriers had included offering practical tools for application of the principles of cognitive theory to teaching and learning. The suggested solutions need to be put into action in order to address the issue of assistive devices and special educators, to establish an environment that is free of barriers, and to improve the ability of visually impaired students to compete with students from the general student population. Finally, special education needs for children with disabilities could not advance in isolation, and as a result, it is necessary to advance the commitment to "education for all," by ensuring effective implementation regardless of the children's physical, intellectual, social, emotional, linguistic, or other conditions. This must be done in order to meet the needs of children with disabilities. Instead of resigning themselves to a reserved place in the public sector, it is imperative that these blind youngsters grow up with the hopes and aspirations of being a normal member of society. Accessibility and universal design need to be baked into every aspect of planning, design, and production from the ground up. In order for any of this to occur, there has to be a continuous debate in the public sphere that is constant. This conversation should expand knowledge and increase the comfort level of all stakeholders so that they may begin embracing the concept of a mainstream with all of its variety.

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