



# Inclusion of Inclusive Education – A Ground Reality

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**Abstract:** Inclusive Education designates that each and every children irrespective of their needs may be special or normal would be a part of the mainstream. A sense of equity and acceptance of one and all would be a definition of the newer community. There are an estimated more than 3 crore are non-schoolers in India (MHRD statistics cited in WORLD BANK) due to various reasons (e.g. poverty, gender, disability and caste). Unless & until schools accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions, complete inclusion is not possible. In this paper, we intend to explore the ground reality of inclusion of children with special needs as a result of implications of various acts schemes & facilities by central & state government and what are the challenges that are faced and what can be the possible solutions those.

**Keywords:** Inclusive Education, Ground Reality, Challenges, Possible Solutions.

**Introduction:** Empowering our children with special needs is the ultimate goal of Inclusive Education through exploring their hidden potentials and further enhancing their abilities for overall growth. Education is said to be the path towards empowerment. According to UNESCO (2005), “Inclusion is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that is the responsibility of the regular system to educate all children.”

Inclusive Education plays a very vital role in the lives of children with special needs as with that they are able to be a part of their community and develop a sense of respect & belongingness and become future ready. It provides opportunities for social learning through their neuro-typical peers.

Through the present study the researcher has made an attempt to study the system of inclusion education and the initiatives taken by government in Krishnanagar City of Nadia District, West Bengal, India. This study is important as it tries to delineate the steps taken to ensure inclusive setups for education of the children with special needs.

## Research Methodology

**Objective:** The objective of the study is to make an analytical study of the system of inclusive education in West Bengal.

## Methodology

**Sample:** The Sample of Study included Parents of Children with Special Needs who want to provide normal schooling to their child.

## Tools

Semi-Structured Questionnaires were used to collect data from the Parents of Children with Special Needs

## Analysis of the Data

Data collected was in the form of detailed responses which were analyzed qualitatively only

## Delimitation of the Study

The study was delimited with the system of Inclusive Education in Krishnanagar, Nadia, West Bengal, India.

## Findings of the Study

The study revealed that there is very little awareness about the system of inclusion and even lesser in its implication. As per Right to Education Act (2009) and Sarva Shiksha Abhiyan (2003) all the schools had to follow the system of inclusion. Schools cannot deny admission to any child with special needs, but the actual ground reality of inclusion is that, parents are instructed to take their kids back because they are unable to follow the class and/or school does not have proper infrastructure to support them. Many parents are of opinion that they had to face lot of embarrassment and humiliation, as schools do not want to keep kids who cannot add to the goodwill of their school. Few schools do want to support such kids but due to lack of recruitment of trained professionals, they are unable to do so.

## Following are some of the assistance provided by the government:

- i. Arranging training programmes for the teachers to deal with children with special needs
  - ii. Providing assistance for development of resource room
  - iii. Minimum recruitment of trained professionals
  - iv. Awareness programmes
  - v. Scholarships for the students
- Etc

The survey showed that in spite of all the efforts made by the Government, there were not many schools that are able to follow inclusion as it is. Schools lack basic infrastructures that could facilitate attendance of special needs children to general schools.

Government do have an understanding that during the course of empowering children with special needs education plays a very vital role and hence is trying to provide them with all kinds of assistance through inclusion. But however, it is always noted that special children are going to special schools much more as compared to those going to normal/general schools. This is mainly because of the infrastructure they get in special schools providing a sense of ease.

If we really want inclusion of children with special needs, then we need to change this mindset of, satisfying self as a parent, with special schools, just because general schools are not ready enough to accept these kids. Instead we need to take initiatives to create that infrastructure and fulfil the lacking and prepare schools suitable for all.

Infrastructure do not only mean physical or disable friendly environment, it also includes properly trained professionals. And lastly but not the least the attitude of the society plays a very vital role in inclusion of children/adults with special needs, hence positive and acceptant attitude may add on to their self-confidence and growth.

## Conclusion

Inclusive education can be said to be a process of addressing the diverse needs of all the kids coming to a general school. With such inclusion, children with disabilities can also be an integral part of the society. Children having special needs should also have a healthy and productive life is the ultimate goal of this inclusion and hence all such virtues can be available to them in the Inclusive set-up.

## Limitations of the Study

The study was limited to the perception of the parents of children with special needs coming to a child development centre.

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