A Study on the Challenges of Realising Inclusive Education in India

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Abstract: The aim of this study was to bring together the most current research available on strategies for educational effectiveness for children with disabilities to produce a synthesis of the most effective approaches for quality outcomes. This paper provides a realistic picture about how the implementation process of inclusive education in India is developing, about the problems that are encountered together with what needs are to be fulfilled for stimulating the process. Today's challenge in the country is to make inclusive practices available to everybody, everywhere and all the time. The article discusses the status of the efforts being made to meet this challenge. In the course of that discussion, some comprehensive changes will be described that systemic efforts of school improvement must achieve to continue making progress towards fully inclusive learning. The study was conducted in India. A qualitative research design was employed along with closed-ended and open-ended questionnaires, which allowed participants to express their point of views, skills and knowledge. Data collection methods were applied: semi-structured interviews and observation on respondents. The study uncovers those challenges that obstruct the implementation process: indifferent attitudes of teachers and parents towards inclusion, absence of self-awareness to the issue amongst educators, slightest involvement of parents and need to infrastructural development. The results should raise the awareness of the population of India as well as increase the understanding of the problem. There were quite enough informants on the school level (special teachers, principals), however, there are still many other possible respondents who could add something valuable to a better understanding of the process of inclusion at schools.

Keywords: Inclusive Education Policy; Special Schools; Learning barriers; Education for All; Policy implementation process; Raising awareness.

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Introduction

Disability is a leading cause of marginalization in education, with enrolment, primary school completion and literacy rates consistently falling below those of non-disabled children (Groce and Bakhshi, 2011). Assessing education systems in low and middle income countries (LMICs) for quality education for children with disabilities is a complex research issue and one for which there is still relatively little in the way of formal research. Whilst the evidence base is expanding, much of it still focuses on access and attendance, with less attention paid to what happens within classrooms, or to what type of education systems produce the most effective outcomes for children with disabilities (Bakhshi et al., 2013). Emerging data however suggests that children with disabilities are less likely to attend or remain in school, have lower transition and completion rates and do not achieve the levels of results of their peers (WHO, 2011). Many factors compound to make the situation difficult for children with disabilities to succeed in formal education. Being a girl, having a particular impairment or condition, or coming from an ultra-poor household are all additional risk factors for poor educational attainment (Le Fanu, 2014). Over the past 20 years education has become a significant issue within the international development sector and likewise the term inclusive education has grown to become a familiar term (Urwick and Elliott, 2010). Increasingly the discourse around Special Education Needs (SEN) has become synonymous with inclusive education and the elimination of barriers for all children. More broadly, it has stimulated debate around the role of education in the promotion of rights and social justice (Miles and Singal, 2009). Despite the apparent familiarity with the concepts however, this study reveals that there is far from consistency in understanding of inclusive education at the level of policy development and implementation. This in turn is likely to be having a significant impact on the effectiveness of education provisioning for girls and boys with disabilities. In The Salamanca Statement and Framework for Action on Special Needs Education, the concept of an inclusive school is described as follows:

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The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school. (UNESCO & MES, 1994: 11–12)

Inclusive Education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. Sharma & Das (2015) note that when analysing education for children with disabilities key concepts like 'integration' and 'inclusion' are often used interchangeably although they are not the same. Integration is largely associated with mainstreaming children with disabilities into regular classrooms but inclusion is about accommodating all children. This lack of clarity has a profound impact on the understanding and implementation of inclusive education which is contributing to a lack of overall progress on improving education for children with disabilities (Sharma and Das, 2015). It is one of the most effective ways in which to promote an inclusive and tolerant society. About 70% of Indian population lives in rural areas without provision for special schools. As per Census (2011) there are an estimated 80 million children still out of school in India, many of whom are marginalised by dimensions such as poverty, gender, disability, and caste. India has 20.42 lakh disabled children aged between 0 to 6 years. Around 71% of them-14.52 lakh children- are in rural areas. There are 5.9 lakh disabled children in cities (The Economic Times report, Dec. 23, 2014). In the majority of countries in Europe and America inclusive education began as a special education initiative in support of students with disabilities and various impediments just as early as the 1980s. In India inclusive education has been announced as one of the priorities of the educational reforms since 1990s and presently it consists of the mandatory parts of the State policy. As for any innovation, inclusion of the persons with Special Educational Needs (SEN) in the mainstream schools and provision of inclusive learning model is quite complicated process; there are lots of new

regulations that should be completed and introduced at both policy and practical levels. Viewpoints of Indian population towards disability and their consciousness of disabled persons have not been yet deeply scrutinized. Therefore, there is no complete analysis of the problems connected with specific types of disability or educational dilemmas experienced by the persons with different categories of impairments. The main idea of the study is to represent the prevailing situation in Indian educational environment in keeping with inclusive education. Today, what are the needs and challenges for achieving the goal of inclusive education? How will an inclusive environment meet the needs of children with disabilities? How quality education can be effectively and efficiently delivered for all children? Therefore, inclusive schools have to address the needs of all children in every community and the central and state governments have to manage inclusive classrooms. Keeping in view these questions, this article discusses in detail the concept of inclusive education, including importance, challenges and measures to implement inclusive education in India.The intention of this research is to:

Detect a degree of the problems that are experienced during the implementation process of inclusive education in India;

Observe if a general trend in inclusive education across the country is consistent with the aims of international documents/agreements?

Examine what are the particular challenges for the realization of a 'fully inclusive' education system at a national level, plus what are those obvious examples of systemic imperfection in provision, effecting negatively on the educational experiences of learners with disabilities/SEN?

Propose alternatives by which the problems should be overcome.

The inclusive education approach, in general, is a classic model of a policy that appears to be perfect on paper, however, it is difficult to accomplish. Despite the fact that this study will address basically to challenges that India faces, the research will also look at the successes achieved regardless of those challenges. A qualitative research approach had been employed. Data collection methods that were applied are semi-structured interviews. Participants of the

research were five teachers, five principals of several schools, NGOs and Director of Education in the Ministry of Human Resource Development in India.

Literature Review

The international movement towards inclusive education

Since the move towards inclusion is in line with international trends and India's attempts to address issues of marginalisation and discrimination amongst all learners, including those with special needs and disabilities, it has become evident on perusal of various research studies and reviews that there is an obsession with how far we have come since the introduction of an inclusive education policy in 1990s which formalises a strategy to ensure increased access and support for all learners within the system, including those with special needs and disabilities. Inclusive education has its roots in the disability movement. The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO & MES, 1994), which was adopted at an international conference in Salamanca, Spain, in 1994, is a culmination of several incentives to recognise the human rights of persons with disabilities. It is a strategy to include learners with special educational needs in mainstream education by responding to the needs of individual learners. Therefore the focus, particularly in the more affluent countries, is on the provision of a continuum of support services (Dreyer, 2008). It specifically states that 'inclusion and participation are essential to human dignity and to the enjoyment and exercising of human rights' (UNESCO, 1999: 7). It further recognises (UNESCO & MES, 1994):

that the right to education as a universal and fundamental human right.

that schools with an inclusive orientation are more inclined to combat discrimination and achieve education for all.

that prioritising inclusive education policies will ensure greater effort is invested in education for all.

Internationally, inclusive education has had a significant impact on policy, research and practice. Debates on inclusive education have consequently generated diverse interpretations, definitions and responses across the world. According to Mitchell (2005), 'inclusive education exists in historical contexts in which vestiges of older beliefs coexist with newer beliefs'. Nonetheless, inclusive education has grown to be much more than the mere acceptance of learners with disabilities into mainstream schools. It is accepted that there may be other barriers, such as age, gender, ethnicity, language, class or HIV status, that impact on learners' access to education. This broader understanding of inclusive education has a significant impact on the transformation of entire educational systems (Artiles, Harris-Murri & Rostenberg, 2006). Since 1980 international conventions and agreements have had an important impact in the promotion of the inclusion of people with disabilities within mainstream society (Shah & Priestley, 2011, pp. 8-9). Apart from this, the Salamanca Statement and Framework for Action for Special Needs Education (UNESCO, 1994) has been essential in developing the concept of inclusive learning environments for people with disabilities (Priestley, 2005, p. 21). It addresses the guiding principle which is that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions (UNESCO, 1994). The culmination of the joint effort by the UN is given in the United Nations Convention on the Rights of Persons with Disabilities (CRPD, 2006) to encourage and guarantee the right of people with disabilities for fully participation within mainstream society. It requires from the states to recognize the right of people with disabilities to education; it further calls for "ensuring an inclusive education system at all levels and lifelong learning" (CRPD, 2006, Art. 24).

A significant role have played also International human rights initiatives in conceptualizing the right to education for people with disabilities within the inclusion framework inside a mainstream learning environment (Hehir, 2005, p. 24). According to Hehir, few European states have decidedly introduced reasonable accommodation provisions to guarantee proper access to learning environments. They ascribe this insufficient conceptualization to the challenging policy governing educational arrangement in each EU state (Hehir, 2005, p. 27). On the European level there are various successful precedents which show what kind of support has to be suggested to provide preferred resources and practices to achieve the goal. With regard to accomplish inclusion in the education systems,

organizational changes are necessary as well as the development of reasonable tools (Ferguson, 2008, p. 113).

The Indian movement so far towards Inclusive Education

As per the Indian Census in 2011, 2.21% of the total population has a disability (Registrar General of India, 2011). Further, 70% of Indian population lives in rural areas without provision for special schools or programmes of any kind (Registrar General of India, 2011). In an era where "inclusive development" has been advanced as the best path towards sustainable opportunities for all, focused initiatives for the welfare of individuals with disabilities are essential (Disabled Persons in India: A statistical profile 2016). India has been increasing their efforts to embrace inclusive education in the hopes of improving opportunities for all of its citizens. As testament of this commitment, India signed the Salamanca Statement which affirmed "Education for All, recognizing the necessity and urgency of providing education for children, youth and adults with special needs within the regular education system" (UNESCO, 1994). Chapter V of the Persons with Disabilities Act (1995) asked:

> Government and local authorities to provide children with disabilities, free education and develop programmes for non-formal education: to assign and develop new teaching aids, devices etc. towards developing adequate and appropriate manpower, it directs the authorities to set up teacher training institutes to develop manpower for schools for children with disabilities.

The government of India is constitutionally committed to ensuring the right of every child to basic education. The Government of India has created numerous policies around special education since the country's independence in 1947. One of the earliest formal initiatives undertaken by the GOI was the Integrated Education for Disabled Children (IEDC) scheme of 1974 (NCERT, 2011). The Kothari Commission (1966) which highlighted the importance of educating children with disabilities during the post-independence period (Pandey, 2006). In 1980s the then ministry of Welfare, Govt. of India, realized the crucial need of an institution to monitor and regulate the HRD programmes in the field of disability rehabilitation. Till 1990s, ninety percent of India' estimated 40 million children in the age

group of 4 to 16 years with physical and mental disabilities are being excluded from mainstream education. The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (1992) stresses the need for integrating children with special needs with other groups. The Government of India implemented the District Primary Education Project (DPEP) in 1994–95. In late 90s (i.e. in 1997) the philosophy of inclusive education is added in District Primary Education Programme (DPEP).

This programme laid special emphasis on the integration of children with mild to moderate disabilities, in line with world trends, and became one of the GOI's largest flagship programmes of the time in terms of funding with 40,000 million rupees (approximately 740 million US dollars). Sarva Shiksha Abhiyan (SSA) was launched to achieve the goal of Universalisation of Elementary Education in 2001, is one such initiative. Three important aspect of UEE are access, enrolment and retention of all children in 6-14 years of age. A zero rejection policy has been adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided meaningful and quality education. National Curriculum Framework (NCF) 2005 has laid down a clear context of inclusive education. In 2005, the Ministry of Human Resource Development implemented a National Action Plan for the inclusion in education of children and youth with disabilities. Furthermore, IEDC was revised and named 'Inclusive Education of the Disabled at the Secondary Stage' (IEDSS) in 2009-10 to provide assistance for the inclusive education of the disabled children at 9th and 10th classes. This scheme now subsumed under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013. The scheme covers all children studying at the secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the class IX to XII, namely blindness, low vision, leprosy cured, hearing impairment, loco-motor disabilities, mental retardation, mental illness, autism, and cerebral palsy and may eventually cover speech impairment, learning disabilities, and other disabilities (RMSA, 2013). The new programme retained an interested in females the disabilities as a historically exploited population worthy of special focus (Disabled Persons in India: A statistical profile 2016).

Finally, under the Right to Education Act, all children have the right to go to school (RTE Act, 2009). To accommodate this greater number of children with disabilities, further progress is needed. A report said that while India has made significant improvement in

primary education enrolment, the figures for children with disabilities are staggering. Out of 2.9 million children with disabilities in India, 990,000 children aged 6 to 14 years (34%) are still out of school. The percentages are even higher among children with intellectual disabilities (48%), speech impairments (36%) and multiple disabilities (59%) (First-post Report, 20th Sept. 2018). Present study is an attempt to find out the loopholes responsible for the slow growth of inclusive education in India and to find out the possible solution for these shortcomings in the application of policies. It is important to integrate these children into regular schools to help them socialise and build their confidence.

Although India is attempting to make some strides in their treatment of individuals with disabilities, there are still gaps. Despite the Persons with Disabilities Act, children with disabilities were not included in the Integrated Child Development Scheme. In addition, the responsibility of educating children with special needs (CWSN) in India falls to the Ministry of Social Justice and Empowerment. Within this ministry the prime focus is rehabilitation, not education. Since the ministry does not have education as part of its agenda the issue of education of children with disabilities remains a private problem for families and Non-governmental organizations (NGOs) to address. These NGOs are unpredictable in their motives and commitments to education. It is time for governmental agencies as well as mainstream institutions to take increased steps to end the segregation of children with disabilities. Inclusive schools should address the needs of all children in every community (Richard, 2016). Further, central and state governments should prepare teachers to work in inclusive classrooms.

Methodology

The research of school teachers' viewpoints to include children with intellectual disabilities in the mainstream school settings predetermined the decision on the qualitative research method. The qualitative approach is a detailed study of a circumstance. This method provides probabilities to the researcher to penetrate deep into the participant's space and by using various methods search and describe meanings of specific spectrum of concerns. In addition, qualitative research's typical features permit the researcher to precisely manipulate and individually be engaged in the activity (Creswell, 2009, p. 55). The major reasons for

deciding on qualitative research design for this research are the following: Firstly, in the common environment the examiner has direct facing interaction time and identifies individuals in their conditions without fake modifications. Secondly, a qualitative enquirer infrequently employs other researchers' work. In the qualitative examination researchers gather data on their own through considering documents, asking questions and evaluating participants or monitoring participants' behaviour, thus the role of the qualitative enquirer is certainly active. In addition, qualitative researchers attempt to establish a complex situation of the difficulty of study that includes describing different viewpoints, determining the several components engaged in a situation and eventually provides comprehensive descriptions - better picture that comes out from questioning (Creswell, 2009, p. 65).

This research study was based upon the semi-structured interviews and observations. In the research several target persons have taken part who had experienced difficulties connected with access to education and who has had obstacles with integration into the social life. Semi-structured interviews have been organized individually with the authorities in the Ministry of Human Resource Development (MHRD) of India as well as with several NGOs and school/preschool teachers that are engaged in the pilot projects of the implementation of inclusive education in India. The above mentioned interviews included gaining understanding into the state of readiness together with some progress that has had to be made in the educational institutions until implementation is concerned. Along with it the researcher applied the observation method on participants during visiting the surroundings of these institutions to gather more data with relation to the infrastructural development, cleanliness and the general atmosphere dominating in these institutions to decide whether it was favourable for the efficient implementation of inclusive education.

Results

The table (Table 1) summarises those difficulties and barriers that are experienced throughout the implementation process of inclusive education in Indian schools. It also illustrates those major needs and requirements which should be satisfied by the Ministry of Human Resource Development of India. The main impediments for learners with SEN to successful inclusion are also presented.

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Table 1. Difficulties and barriers experienced during the implementation of inclusive education in India

The main difficulties that schools face in the process of implementation of Inclusive Education	The main duties and responsibilities of the MHRD in India	Public schools' needs in the process of implementation of Inclusive Education	The major barriers that learners with SEN are encountered
Lack of skilled special educators	To train so as mainstream as special educators on regular basis	Skilled mainstream educators	Their rights to education are violated
Deficiency of competency of mainstream teachers	To create appropriate environment for learners with SEN	Adapted environment	Absence of perception among mainstream pupils about Inclusive Education
Non-adapted environment for learners with SEN	To satisfy all needs for promoting Inclusive Education	Technical and financial support	Existence of "colonial legacy of education"
Negative attitude of mainstream parents towards Inclusive Education	To effectively implement Inclusive Education	Having special educators, psychologists and speech therapists at schools	Technical barriers (non-adapted facilities)
Lack of special materials and equipments (resource classrooms)	To organize awareness raising actions	Society's positive attitude towards inclusion	System barriers (inconsistent steps from decision-making institutions)
Negative attitude of the society towards SEN children and their inclusion	To closely cooperate with parents and introduce them new reforms	Organizing events for raising public awareness	Dependent barriers (attitude-based obstacles)
Unstable financial system	To enhance financial support to the schools	Existence of SEN model	Parent's poor financial condition
Transportation problem	Build up effective SEN standard for schools	Financial support for arranging resource classrooms	Negative attitude of teachers' and non-disabled peers
Absence of effective	Overall supervision	Adapted transport for	Large class size

SEN standards	and monitoring over inclusive system of education	transferring SEN learners	

Table 1 clearly indicates that inclusive education in India deprives of many things to get closer to European level, for that level there are a lot of steps to pass. However, great attention needs to be paid to society's unpreparedness to accept the people who are different from them. In addition, a serious deficiency of teachers at schools of minority areas and providing affordable and high-quality education at preschool institutions is problematic. It is obvious that the state internal policy cannot always provide on the same degree all the needs of ethnic minorities; that is why it is difficult to find in practice an ideal option which would regulate all the areas with the same quality. As already mentioned, Education of the children with Special Educational Needs was acknowledged by India, as a priority since 1990s, when a major reform of education system on a pan India level began. Thus, the concept of Inclusive Education is a new phenomenon in the country that follows the rules that the national and international legislation applies, consisting of India too. Furthermore, joining the UNICEF Convention on the Rights of a Child, India has recognized that the purpose of its education system would become flexible to all learners to "achieve the fullest possible social integration and individual development" (UNICEF, Article 23, point 3).

Discussion

Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives (UNICEF, Article 23, children with disabilities) Disabled persons' needs and requirements, in India, have hardly been examined to date and, as a result, there is no complete analysis of the problems connected with specific types of disability or educational dilemmas experienced by them. All the respondents of the research have known that, in accordance with the law, learners with disabilities have the rights to receive education. Concerning this one of the informant principal noted that: "According to the law, they have legal right to be here (at school)". The Universal Declaration of Human Rights (1948) claims that on the basis of

inclusive education there are the principles of human rights to education. Thus and so, respondent teachers and principals recognize that inclusion signifies the right of a learner with disabilities to be a full member of a group who can take part in entertaining and learning activities with other peers. Inclusion is such a complex phenomenon that often requires frequent changes in people's attitudes and principles. Such a change sometimes takes time and includes consequential reassessment of perception and behaviour (Ellena, 2014). To raise awareness it ought to involve both greater comprehension of inclusive education and that more tolerance from societies and appreciation. It is also very important to develop national policies on inclusion, regional/local support systems and relevant forms of curriculum and assessment for creating the needed framework to the development of inclusive education.

As we read on the UNESCO paper of "Policy guidelines on Inclusive Education", teachers, other kinds of educators, non-teaching assistant staff, parents, communities, school authorities, curriculum planers, educational developers, training institutions and private sector are all among those actors which can act as helpful resources in supporting the inclusion. Some actors, like teachers, parents and communities, mean more than just a helpful resource - they are those key elements that support all aspects of the inclusion process. This has to be grounded on the enthusiasm to welcome and accept diversity and play an active role in the learners' lives, both in and out of school (UNESCO, 2009).

As the researchers were told, there are several institutions which take part together with the Ministry in promoting inclusion over the country. One of the representatives of the informant NGO claimed that they, among other NGOs, organize training courses on inclusive education mainly for teachers of public schools. In addition, they arrange seminars for journalists to properly broadcast in the media. Besides the leaflets are published and distributed, international workshops on inclusive education in partnership with the Ministry of Human Resource Development are carried out. In agreement with the Director of Education, the Ministry (MHRD) is not able to organize frequent awareness-raising actions across the country so they are assisted by those NGOs, operating in this field, which equip population with relevant messages and create reasonable information space for the future development. Inclusion - this is an ambitious and challenging concept, with its advantages and disadvantages. On the theoretical level, it is an optimal and appears as a determinant vehicle for building process of a socialized community in the long run; however, on the other

hand, implementation of inclusion into the education system and its adopting in practice imposes a number of requirements on the state (Befring, 1997).

High quality education, from the perspectives of inclusion, involves a balance between progress and equality. Inclusion should be based on the ethical, social, educational and economic principles. Main challenge of inclusion is: guaranteeing education for all, for every individual and together with mainstream learners. Keeping respondents' opinions, they provided their own examples about non-tolerant attitudes of the citizens towards disabled people. They explained this by a cultural peculiarity and the long colonial inheritance that the education of disabled children was far a long period of time looked after as a responsibility of the Ministry of Women and Child Development and of concerned parents' in India instead of Ministry of Homan Resource Development that adversely influenced as the culture of inclusive education, shared by and transmitted to the members of social groups - usually culture is transmitted by means of ideas. Furthermore, culture is always product of human behaviour; it continually tends toward integrating societies. In each country there are several cultures co-existing, that is why one culture might impact on another. Relying on the research participants' responses, isolation of disabled people was habitual, society was reluctant to accept them and they were condemned to loneliness. All things considered, Indian population is still unwilling and hesitant to diversity and do not seem enthusiastic for playing an active role in integrating those persons in social life. In other words, parents of disabled children may be careful about placing their children in an inclusion programme because of fears that their children will be humiliated by other children, or be unable to develop regular life skills in academic classroom.

Talking about positive effects, one of the respondent principals even referred to scientific researches. Particularly, she stated that there are many practical effects of inclusion, namely learners with disabilities attain individualized education program goals, improve social and communication skills, they have many educational outcomes, increase positive peer interactions, and, of course, post school adjustments. The innovative approach to the SEN pupils' education was introduced by the "Strategy and Action Plan of Special Educational Needs for the years 2009-2011". The proposed strategy brings about introduction of a thoroughly new model of inclusive education established to effectively meet the needs of learners with SEN.

In India the number of the disabled people is so large, their problems so complex, available resources so scarce and social attitudes so damaging. The commitment of the Government of India to Universalisation of Elementary Education (UEE) cannot be fully achieved without taking care of special educational needs of the physically and mentally challenged children. Inclusion is becoming a cant and doing the rounds in education circles but there are still a lot of cobwebs surrounding it. The road to achieving inclusive education is a long and varied one, on which challenges and opportunities will arise.

Few Propositions for effective implementing of Inclusive Education in India

The general educational schools, which are established, based on the principles of inclusive education are the most effective route towards overcoming discriminative attitudes, creating a favourable environment, building an inclusive society and achieving the universal goals of education (Salamanca Declaration, UNESCO, 1994). There have been efforts internationally to include children with disabilities in the educational mainstream. In order to achieve truly inclusive education, we need to think about and incorporate children with special needs into regular schools. Especially, because these kids face some sort of barriers to learning and participation in the classroom. As general education classrooms include more and more diverse students, teachers realize the value of accepting each student as unique. In effective inclusive programs, teachers adapt activities to include all students, even though their individual goals may be different. We have learned that inclusive education is a better way to help all students succeed. Researches show that most students learn and perform better when exposed to the richness of the general education curriculum. The growing body of research has shown that children do better academically when in inclusive settings and Inclusion provides opportunities to develop relationships. Some of the benefits include: friendships, social skills, personal principles, comfort level with people who have special needs, and caring classroom environments. The most important function of friendships is to make people feel cared for, loved, and safe. In an inclusive educational setting, low-achieving students are

able to get extra help even though they did not qualify for special education. Classmates of students with disabilities also experience growth in social cognition, often can become more aware of the needs of others in inclusive classrooms. An interesting side effect is that these parents report that they also feel more comfortable with people with special needs because of their children's experiences. Students with disabilities can create long-lasting friendships that would not be otherwise possible, and these friendships can give them the skills to navigate social relationships later on in life. Inclusive education helps the disabled child to develop a sense of pride in their work because they actually fill like they accomplished something. We know that Albert Einstein was learning disabled but still managed to become the greatest mind of the 20th century. Educating children with disabilities alongside their non-disabled peers is considered one of the better ways to provide education to the population in India (Shah et al., 2014).The Government of India needs to bridge the gaps in their education system to build a strong system of inclusive education in the country. So, there are following measures proposed by the researchers for better implementation of Inclusive Education in a pan India level:

The Right to Education (RTE) must apply to all citizens of India. State and central Governments as well as all the other social actors should recognize the importance of a broadened concept of inclusive education that addresses the diverse needs of all learners.

- A policy of inclusion needs to be implemented in all schools and throughout Indian education system (NCF, 2005). Schools need to become centres that prepare children for life and ensure that all children, especially the differently able children from marginalized sections, and children in difficult circumstances get the maximum benefit of this critical area of education.

- The preparation of teachers for rural special education programmes should be planned differently, as the aim of these programmes would be to integrate disabled persons in their own environment and community.

- As a system, inclusive education should be flexible. Its flexibility must be reflected in the methods and materials used to give these children the widest possible access to the regular curriculum.

- A school-based support team should develop strategies for the whole school to meet the needs of learners with special educational needs. This team should also be a resource for teachers experiencing problems in their classrooms.

- The school has the primary responsibility for helping children learn alongside their typically developing peers. An inclusive school must enable education structures, systems and methodologies to meet the needs of all children, particularly those who face the greatest barriers to achieving their right to education.

- Parents have a right to be involved in all decision-making concerning their child. They should be seen as partners in the education process. Where there is such co-operation, parents have been found to be very important resources for the teachers and the schools.

- Bringing special children into mainstream requires adjustments that schools need to make in advance. Transport facilities should be altered, so that these children can move around with relative ease. Architecturally, there should be ramps and wheelchair access constructed in service areas such as toilets.

- Student-oriented components, such as medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance and stipend for girls, support services, assistive devices, boarding the lodging facility, therapeutic services, teaching learning materials, etc should provide according to need of the students.

- Differently able children should be treated equally as the normal children and instead of looking them in sympathy their talents and abilities should be recognised for their self-respect and welfare of the society.

- Necessary school supplies such as audio learning or textbooks in Braille should be made available. Suitable modification to examination system may be required, so as to eliminate pure mathematical and logical assessments

- Teachers' attitudes towards inclusive education could be formed and developed in the context of an educational system which can provide some specific conditions in order to have a good practice in this field.

- Families with children without disabilities should develop relationships with families with children with disabilities and be able to make a contribution.

- In-service training programmes of two to three weeks' duration for general educators and special educators in all the disabilities and in specific areas of disability should arrange to effectively teach children with disabilities.

- Those schools that are committed to taking in children with special needs, then teachers must attend workshops in order to be adjusted to the child's needs.

- Periodic evaluation of the training programmes and constant updating to meet the challenges of changing trends in special education should be part of the planning of teacher preparation.

- Inclusion should not be the sole responsibility of the specific class teacher. Everybody should be involved and take responsibility. Training for teachers should be sustained and ongoing. It should most importantly focus on attitudinal change.

- The reform of the curriculum should be made in parallel with a proper training for teachers regarding their knowledge of inclusion and its principles. The curriculum for each of the above programmes should be carefully developed by an expert group which includes practising special teachers.

Conclusion

People's pessimistic attitudes towards differences result in discrimination that can lead to a crucial barrier to learning. Those pessimistic attitudes may take the form of social discrimination, and classical intolerance. If the awareness of Indian population, principals, educators, parents, pupils, etc. will not change it would be difficult to include learners in regular schooling processes and to create an ideal inclusive atmosphere in the country. As stated by Skogen in his innovation theory, it has an imperative meaning what we know and what we wish to change (Skogen & Sjovoll, 2010, p. 116). It is obvious that public awareness is quite low towards inclusion of the CWSN children into mainstream schooling in India and what we wish would be raising the awareness of society through different ways. In

addition, we know that the infrastructural situation is in poor conditions so we wish to improve the physical environment at every school. The implementation of inclusive education primarily should be considered as an obligation of a society to protect the rights of the members of their own community; to provide conditions so that the people regardless of their particularities, to be able to fully integrate into the community by receiving accessible education.

An approach to the implementation of inclusive education ought to be inclusive itself, which on the one hand should consist of target groups engagement, and on the other hand process planning, coordination and implementation requires the participation of other countries' institutions which are taking part in the same processes. According to Johnsen, it is good to know to "improve for somebody" and if it is changed, one has to know to be "planned in advance", because if it is changed it must be better than it was before (Johnsen & Skjorten, 2001). From this viewpoint it is apparent that not only caring of development but also improvement and further bettering is necessary. We would add that inclusion is one of and not the only value, which should be established. The concept of inclusion, at some point, intrinsically excludes the discrimination factor. Therefore, in the modern world, where the supreme values stands for equality, tolerance and respect for each person's uniqueness, inclusive education model gains its significance, as far as it is based on the moral and ethical principles acceptable in a democratic society, enables all the people to feel as valuable and live active lives.

The significance of the study lays in that it provides a realistic picture about how the implementation process of inclusive education in India is developing, about the problems that are encountered together with what needs are to be fulfilled for stimulating the process. This research creates the fundament for further researches as it has been formed just on a small scale. Future researches on the identical topic would examine the implementation of inclusive education in India more complexly and would portray whether the situation has changed since this research.

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