



# INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES AND INTERDISCIPLINARY STUDIES

( Peer-reviewed, Refereed, Indexed & Open Access Journal )

DOI : 03.2021-11278686

ISSN : 2582-8568

IMPACT FACTOR : 8.031 (SJIF 2025)

## Historical prospective and policies of inclusive education in India

**Saroj**

Research scholar,  
Department of Education,  
Govt. degree College, Mant, Mathura.  
Dr. DBRAU Agra (Uttar Pradesh, India)  
E-mail: [sarojdahiya2499@gmail.com](mailto:sarojdahiya2499@gmail.com)

**Dr. Satyendra Singh**

Assistant Professor,  
Department of Education,  
Govt. Degree College, Mart,  
Mathura (Uttar Pradesh, India)

DOI No. **03.2021-11278686** DOI Link :: <https://doi-ds.org/doi/10.2025-97525556/IRJHIS2501006>

### **Abstract:**

*Education is important for every child no one should be deprived from it. A society would only flourish if all children have adequate education. Education should be barrier free and without any discrimination on the basis of caste, creed, gender, religion or disability. Inclusive education includes all the children in regular schools without any segregation. It is a new approach towards educating a child with disabilities and learning difficulties with that of normal ones within the same roof.*

*The researcher has tried to illuminate the historical prospective of inclusive education and also explore the Indian government's policy which emphasizes inclusive education.*

**Keywords:** *special education, integrated education, inclusive education, Indian policies related to inclusive education.*

### **Introduction:**

Education is the foundation of any society it is through education that change can be brought in the society. Education means all around development of a child.

### **Education:**

Education refers to holistic development of a child which improves the children with knowledge values up grades their skill and make them aware about their responsibility towards the society and Nation.

It is a society's responsibility to ensure that every child gets proper education, no child should be deprived from education. Every child as should get proper education according to their age and potential but earlier disable children were considered burden on society. They are segregated from our society and treated with pity, no one paid attention on their education. After a long while society finally thought about their education. In 19th century special education was started for them followed

by integrated and inclusive education.

**Special education:**

Special education in India empowered a separate system of education for children who were mentally and physically challenged and excluded from the mainstream education system this account as far back as the 1880s. India's first school for deaf children was set up in Mumbai in the year 1883. school for the blind was set up in Amritsar in year 1887. Then the integrated child development scheme was introduced. The scheme was introduced by the government after a long period of special education. The main agenda of integrated education was to include disabled children in mainstream. After this the Indian government introduced inclusive education.

**Type of children:**

- Normal children, special children

**Type of education:**

- Normal, special, integrated and inclusive

**Integrated education:**

Integrated education is an approach where disabled children get education in regular School in inclusive environment. Integrated education provide equal learning environment to all the children. Aim of aim of integrated education is to help children in physical and mental development with their peer group. After sometime integrated education was replaced by inclusive education.

**Inclusive education:**

Inclusive education is an approach to educate all children with all type of disabilities like behaviour disorder, learning disabilities, problem with language, children with visual, hearing impairment and any other in a regular School without any discrimination.

| Inclusive education requires          | Promotes                    |
|---------------------------------------|-----------------------------|
| No discrimination                     | Equal participation         |
| Best interest of the children         | Exercise for legal capacity |
| Right of the child to be heard        | Work and employment         |
| Protection from violence and abuse    | Holistic development        |
| Opportunity for life within community | Collaborative teamwork      |

**Difference between integrated and inclusive education:****Integrated education:**

- Admission of children with disability in regular school without modification in the existing system.
- Students are expected to suit the existing education system for additional support the child is placed in a resource room
- Inadequacies of the students are highlighted

**Inclusive education:**

Admission of the children with disability in regular school with necessary provisions that's why inclusion is the broader term.

- The education system will make suitable modification to suit the needs of the children
- All the requirement support will be made available to student in a regular classroom.
- Student are never made to feel inadequate in curricular and co curricular. So inclusive education is better for disable children.
- Inclusive education emphasize providing Education to two children should be in the most respective environment so that a disable child develops like a regular one
- The purpose of inclusive education is to provide a curriculum suitable for all children regardless of their physical and mental inabilities. They should be given special help for example ramps should be available in schools and books should also be available in braille system. Indian government has made many policy for betterment of differently abled children.

**Indian government's policies:**

- Kothari commission (1964-66)
- National policy on education (1986)
- Rehabilitation council of India act (1992)
- Person with disability act (1995)
- Right of person with disabilities ( RPWD 2016)
- Sarva Shiksha abhiyan (SSA 2001)

**Kothari commission (1964-66):**

Kothari commission was introduced by Indian government in 1964 in the chairmanship of Daulat Singh Kothari this commission also known as 'National Education commission'.

The idea of 'Equalization of educational opportunity' during attention to the inclusion of disabled child into mainstream education system. It submitted integral special education as a part of general.

**National policy on education (1986):**

National education policy the objective to be achieve was to integrate the physical and

mentally handicapped with general community as equal partnership for better growth and development.

### **Rehabilitation council of India act (1992):**

Rehabilitation council of India lead standards for rehabilitation. This is a significant act because it establishes penalties for teacher who are teaching without licence do j without a licence. They could be fined RS. 1000 or could be send to prison for one year or both.

### **Salamanca statement (1994):**

This conference was held on Salamanca, Spain in 1994 this was a world conference on special education needs. In this conference 92 countries and 25 international organisation participated. India also participated in this conference for betterment of inclusive education.

### **Person with disabilities act (1995):**

This act was focused on education for a person with disability. It emphasizes right to education and equality for all. The aim of this act empowering people with disabilities. In this act 7 disabilities are included like blindness, low vision, leprosy, hearing impairment, locomotor disability, mental retardation and mental illness. Some more important point regarding this act.

- This act provides for 3% reservation in government job for differently abled people.
- Free education for differently abled students up to age 18
- These act of focus on equality in education employment and accessibility for disable people.

### **Right of person with disability (RPWD) 2016:**

1995 act was covered by act 2016 (RPWD)

- In 1995 act Indian government introduced 7 disabilities but in 2016 at increase from 7 to 21
- Persons with disabilities got a benefit when the reservation in government job increased from 3% to 4%
- Reservation in higher education institutes for persons with disabilities increased from 3 to 5%
- Provisions to prevent discrimination in public services like employment and education were strengthened

### **Sarva Shiksha abhiyan (SSA) 2001:**

It was introduced in 2001 according to this act Indian government announced free and compulsory education for all students aged 6 to 14 years. This act made different provisions for differently abled child to include them in main stream education.

- Differently abled students get opportunities to study in main stream School
- Distribution of associative device such as brail book, hearing device and wheelchair etc.
- Appointment of special teacher for better understanding.
- Improved School infrastructure for disabled students according to their needs.
- Provides financial support to those disabled children who are financially weak.

- It organised regular counselling session for differently abled children and their parents.
- Provides rehabilitation program according to their need.
- Parents and teacher should be educated about the importance of inclusive and different awareness programs were introduced.

### **National education policy 2020:**

National education policy announced many program for differently abled students. Some of them are here.

- Promote inclusive education
- Barrier free access
- Assistive
- Scholarship and teacher training program.

### **Conclusion:**

The Indian government introduced many policies for betterment of differently abled students but it is not possible without contribution of society.

### **References:**

1. Kumar Sanjiv (2007), inclusive education in India electronic journal for inclusive education vol,2 No 2
2. Singh Sultan, (2014) inclusive education for children with special need in India: A review study journal of humanities and social science, volume.19 , ISSUE 2,Ver.IV,PP 82-85
3. Peerzada Najmah (2019) value of inclusive education insight journal of applied research in education vol.24, N 1, ISSN (0975-0665)
4. Riguru Ileri Bibiana (2020) policy strategy for effective implementation of inclusive education in Kenya, international journal of educational administrative and policy studies volume 2( 1) page 28 to 42
5. Hussain A Itaf (2021) inclusive education in India : opportunity and challenges international journal of creative research Pro through (IJCRT) volume.9 ISSN,( 2320-2882)
6. A Killedar Sangram (2021) inclusive education in Shivaji University Kolhapur, library philosophy and practice (e – journal) 6555.
7. Hussain Ahmed (2023) national education policy and inclusive education: A comparative analysis, international journal of creative research through (IJCRT) ISSN(2320-2882)
8. Panigrahi Bandana (2024) , policies and practice for inclusive education in India, international journal of creative research thoughts (IJCRT) volume.12,ISSUE 4 ,ISSN:2320-2882