

Barriers of Making Indian School Education Inclusive: Path Ahead

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ABSTRACT

India is having a large system of elementary education having about 26.45 crore children and 96.8 lakh of teachers. But still a large number of children of disabled categories are not able to take benefit of education although it is their fundamental rights. It is a Constitutional obligation on the part of Government to see that all children of school going age get quality education. In this regard, the RPWD Act, 2016 has been passed and NEP-2020 has made special provisions to see that all the CWSNs are getting elementary education. The objectives of the study were to reveal the barriers and suggest pathways to make education available to all the school going age children. The methodology followed was a descriptive survey study by studying a sample of six elementary schools from Baroda, Gujarat State. From these schools, all principals, 30 teachers, the parents, and fifteen students were selected for the study. Data were collected by using observation technique, open-ended questionnaire, teachers' competency scale, attitude scale for teachers, and interviews with parents and students. The data collected was analyzed qualitatively and tabulated. The main barriers are; infrastructure facilities at school, in competencies of teachers, rigid curriculum, differentiated instruction not being followed, lack of support from teachers, non-availability of assistive technologies, and lack of sufficient financial allocation. The path as suggested was enforcement of policy of inclusion and proper monitoring of the policy, training of teachers to use proper pedagogical practices, individual attention to CWSNs, and enhancing school facilities, and co-operation of parents and teachers.

Key Words:- School Education, Inclusive, Indian Education System

Introduction

Inclusive education is now a worldwide accepted programme with the declaration of Salamanca Summit (UN Declaration, 1994) in Spain. Almost all the countries have accepted this and trying their best to make it a success. In 2016, India passed RPWD Act and as per the Act, all children with special needs have the right to quality education. Population-wise India is the second largest country in the world and a very large number of children with certain disability and with special needs need to be educated. India has a total enrolment of about

26.45 crore children in its schools (MHRD, 2021). Out of this total enrolment, 2,16,6131 children are of CWSNs (elementary schools with 1,90,6467 and secondary schools with 2,59,664 children). Out of the total students' enrolment, the government regulated schools have more children than the private schools (63:37 ratio of public to private school enrolment). There are a total of 1.5 million schools and out of this, almost one-third are private schools (4,21, 861 schools). The Government has been spending about Rs.6.43 lakh crore on education and on school education Rs.56, 537 crore that is 15% of total expenditure of central government. The rest 85% comes from states and union territories. The expenditure of government is on government schools and government-aided schools as the private schools manage their budget except the subsidised money received from government for enrolling economically weaker sections children as per RTE, 2009). Although the number of children with certain special needs at school is very large, still there are a large number of children who are out of the system because of lack of accessibility and dropping out of the system. The study of Lindsey (2007) reveals that in India, 98% of CWSNs take admission in school. Therefore to have equity and quality in education, systematic efforts have been made by Indian Government and there are still certain barriers that need to be addressed for making school education inclusive in true sense. The present study addressed the barriers of making education inclusive that is to enrol CWNs in general schools and impart quality education.

Inclusive Education Concept

Inclusive education as defined by UNESCO is the inclusion and teaching of all children in formal or non-formal learning environments without regard to gender, physical, intellectual, social, emotional, linguistic, cultural, religious, or other characteristics. The Salamanca declaration (1994) has made all the nations of the world to sign the agreement that no one shall be left out of the ambit of education. It is not only humanitarian value to educate all but is the fundamental rights of all individuals to be educated. Therefore, the disadvantaged people; socially, economically, physically, mentally or emotionally shall be educated in the same set up along with the normal ones. So, inclusive education is to enrol all children in the school and make them to learn. As it was there earlier in 1960s, the concept of special education where disadvantaged children were given special treatment separately than in normal classroom and in 1980s the concept of integrated education, whereby children with special needs were made to learn in the same set up along with normal children but no special provision was created for them. But in inclusive education, the teacher has to plan and teach all children in the same set up and see that all the children are learning. Therefore, it needs different orientation and training about teaching methods and approaches on the part of the teacher and also positive attitude towards the education of children with special needs. The schools also need to provide all needed infrastructure facilities and adopt a policy of inclusion. Literature reveals that inclusive education is not only economical but also benefits all types of children. Although India passed the PWD Act, 1995 and the RPWD Act, 2016, the schools have not fully geared to make education inclusive. Feeling the need of making education inclusive, it has formulated policy for inclusive education under Chapter VI in NEP, 2020. However, still there are certain barriers to make education inclusive.

Scenario of Inclusive Education at school

As per Eighth All India School Education Survey-2016, out of a total 12,99,902 schools in the country, only 2,74,445 (21.11%) schools adhere to inclusive education for disabled children (NCERT, 2016). The number of teachers who have received training of at least two weeks in inclusive education is 80,942 (1.32%) out of the 58,76,273 total teachers. The number of schools where special educator/resource teachers never visited is 42.69%. Out of the total schools in the country, 10.47% have Handrails, 3.81% have adapted laboratory and 7.64% have adapted lavatory. The basic infrastructure facilities like separate toilet facilities, ramp, drinking water, and trained teachers to teach CWSNs, Resource centre, ICT facilities, Library facilities, books and reading materials in Braille language, Clinical and counselling facilities, parent-teachers collaboration, teachers and administrators' competencies are the basic problems. The UDISE Report (2019) of NIEPA revealed that 83.43% schools have electricity, 97.14% schools have drinking water facility, 95.8% schools have toilet facility for boys and girls, and 84% schools have library facility. Out of the total number of schools, 97.78% of Government schools received text books, the gender disparity index is 1.02 at elementary schools, and only 67.65% school have ramp facility. In the elementary schools, a total of 19,06,467 CWSNs are enrolled. In the secondary schools, only 2,59,664 CWSNs are enrolled. The report mentioned that the transition rate of children from primary to upper primary is 92.80%, and from upper primary to secondary, it is 91.43%. The dropout rate at primary school is 1.45% and at secondary level it is 16.07%. It can be observed that it is mostly the CWSNs who are out of the school as they are either not enrolled or drop out of school.

Teachers' competency and attitude towards inclusive education is a major challenge for making education inclusive. A large percentage of teachers are not having any training to deal with the CWSNs. The teachers without any exposure to the problems of CWSNs have no idea as to the pedagogical approach appropriate for inclusive classrooms. The parents and children also think that if the CWSNs are present in the same classroom along with normal children, their educational development and academic achievement will be lowered. Since the teachers are not having proper training, inclusive education policy of the Government is facing a real challenge to make education really inclusive. As the CWSNs are not getting proper education at schools and the parents are not aware about the education that can be beneficial for their wards, they are hesitating in sending their children to schools. Further, many of the children are withdrawing from the system after admission because of the ill treatment by peer groups and even by their teachers. This is specially a great problem among the SCs, STs, and girls in rural areas and more for the disabled children. Therefore, even if children are enrolled in the system, they hardly reach to the secondary schools.

Review of Related Literature

The related in the area of barriers to inclusive education were reviewed by the researcher and the studies in India and abroad are presented here under teachers' attitude, infrastructure facilities, unavailability of trained teachers, unavailability of assistive technology, teaching competencies of teachers, knowledge of disabilities, and miscellaneous studies.

Teachers' attitude towards inclusive education

The studies conducted by Engelbrechat and Forlin, (1998); Bothma, (1994); Bagwandeem, (1994); and Bothma, Gravett and Swart, (2000) and Amr et al (2016) revealed that teachers' attitude towards inclusive education act as barrier for making education inclusive. These studies also revealed that teachers' attitude depends on their training and knowledge of inclusive education. The other studies by Firdaus et al (2009); Bhatnagar and Das (2014); and Pradhan (2021b) in Indian contexts also revealed that teachers attitude towards inclusive education is not favorable and play a major role for its success.

Infrastructure facilities

Inadequate infrastructure facilities acts as barrier for making education inclusive was studied and confirmed by Bothma, (1994); Bagwandeem, (1994); Engelbrechat and Forlin, (1998); Bothma, Gravett and Swart, (2000); Bhatnagar and Das (2014), Eunice et al (2015); Mamidi, B. B., Nakarapu and Singh (2016); Amr et al (2016), Choi (2021); and Biswal (2021). The study of Vidyathan and Devan (2013) found that disabled students have experienced different barriers like infrastructure facilities, aid and appliance in elementary schools and these could be resolved by SarvaShikshaAbhijan in Indian schools to some extent. Another study conducted by Alison (2010) in developing countries at University of Sussex found that in the 27 developing countries that were surveyed, it was found that the problems of inclusion are; infrastructure facilities and distance of school from home of disabled children.

Unavailability of trained teachers

The UDISE Report, 2019 revealed that India has a total of 96.83 lakh of teachers and primary schools are having more per cent of female teachers. It also reports that about 26.87% of the teachers are without any teachers' training. The study of Bhatnagar and Das (2014) in India revealed that teacher even if had certain training in pre-service mode, they did not have any training in inclusive education and this acts as a major barrier for making education inclusive. Such a finding was also reported by Eunice et al (2015) in Nigeria and Biswal (2020) in India that the schools did not have adequate number of trained teachers to make education inclusive.

Unavailability of assistive technology

The Covid19 Pandemic spurred the fact that students in general and more particularly in rural India did not have access to mobile devices and internet connectivity. This is a serious problem with the disadvantaged group children and CWSNs. The study of Bhatia and et al (2016) revealed that the students of Special Teacher education course did not have inputs and adequate knowledge of assistive technologies in their regular program of teacher education. The study of Mathur and Rao (2009) in India revealed that primary schools in India and its libraries did not have adequate assistive technologies. The study conducted by Salem and Sajjad (2016) in Pakistan revealed that teachers, parents and the blind students were not aware of any assistive technology that can be used by them for learning. Eunice et al (2015) in Nigeria also revealed that elementary schools in their countries did not have adequate assistive technology in their schools. It can be deduced here that in primary schools across countries do not have adequate assistive technologies.

Teaching Competencies of Teachers

Teachers are the main person to initiate and make education process inclusive. Teachers' competencies play a main role in this regard. It was found by Choi (2021) that in the five Asian countries that were studied by him, the teachers were not having the needed competencies to make teaching-learning inclusive in schools. The study conducted by Alison (2010) in 27 developing countries also found that teachers were not having proper training and therefore teaching competencies to teach in inclusive setting. A study conducted in Jordan by Amr and et al (2016) studied by selecting a sample of 87 school teachers found that teachers lack the needed competencies to teach in inclusive settings. Similarly two studies that were conducted in India by Bhatnagar and Das (2014) on 24 school teachers and Srivastava (2018) in Jaipur city of India and Pradhan (2021a) in Gujarat found that teachers lack knowledge and skills of different methods of teaching disabled children and make education inclusive. It was also found that teachers are not trained to teach in inclusive settings.

Knowledge of disability

To make education inclusive, teachers shall be able to identify the disabled children. In this regard two studies were found. The studies by Srivastava (2018) on teachers in Jaipur city and Shetty and Raj (2014) found from their study that most of the school teachers possess poor knowledge of different types of disability but they know about autism. The study by Mamidi, Nakarapu, and Singh (2016) also found that teachers lack the knowledge of disability among children in Andhra Pradesh. However, whether teachers can identify the disabilities of children is doubted.

Miscellaneous Studies

Stofile (2008) found that poverty of children as a major barrier to inclusive education. She also found that implementers have not understood the objectives and process of inclusive education and it affects the success of inclusive education.

Bhatnagar and Das (2014) found that schools have not adopted any policy of inclusion and therefore inclusive education is not taken up as priority in India.

Ballard (1999) studied the process of inclusion and found that such a process needs medical and curative model of education and it poses a great problem for teachers.

Alison (2010) studied the barriers of inclusive education in 27 developing countries and found that the barriers of inclusive education are;inaccessible school buildings, lack of appropriate facilities at school, lack of teacher training in inclusive education methodologies, lack of appropriate teaching and learning materials, lack of extra support in the classroom for children with disabilities, social stigma and negative parental attitudes to disability, andpoverty of parents

Sah, P (2012) studied the barriers of inclusion and presented that the process of inclusion has the following barriers;Large mass of disabled children's parents' unawareness of inclusive education, Different disabilities require different supports, Services are mostly confined to cities or district headquarters, Limited data on the magnitude, spread and educational status

of children with disabilities, Limited Community involvement in programme of government agencies, Limited skilled teachers, Regular school teachers are reluctant to work with children with disabilities, non-flexible curriculum at many levels, and Lack of proper information to families.

UNESCO (2016) observed that educational exclusion is a form of social exclusion characterised by a lack of, or diminished participation in quality education and learning. It has its roots in exclusive policies and exclusive practices. Children are excluded from education for a host of different reasons including social, economic and cultural factors.

Govinda and Bandhopadhyaya (2016) have analyzed the barriers and have put the barriers to inclusive education under six headings; Inadequate budgetary allocation to elementary education, Neglect of early childhood care and education, Encouragement of the private sector to provide basic social goods, Failure to ensure common school system, Continuation of child labour, and Exclusion of children with special needs.

Implications from review of related literature

The following implications can be drawn from there viewed literature on barriers to inclusive education presented above.

1. Most of the studies were descriptive survey type conducted with questionnaires and observations of the sites.
2. All studies have mostly revealed that teachers' skills, competencies, and attitude act as barriers to inclusive education.
3. Teachers were not trained for making education inclusive.
4. Schools did not have inclusion policy.
5. Parents and children were not aware of the facilities that are available in schools.
6. Curriculum of school is not flexible to promote inclusion.
7. Schools are not equipped with needed assistive technologies for CWSNs.

Rationale of the study

India has been making serious efforts since its independence to make education available to all its citizens. Schools are established with in walk able distance, enrolment drives are organized, may schemes like mid-day meals, free books and materials are distributed, teachers training are organized, and specially RPWD Acts, National Education Policy and financial allocations are made to see that all children both normal and disabled of any types; physical, mental, social, emotional or any kind are admitted to schools and get quality education. Many research studies are also conducted to assess gender parity, barriers for education of CWSNs, and success of elementary education. However, the system is still having certain barriers to make education accessible and quality education is organized. It is therefore essential to understand the barriers of inclusive education in India and organize the system accordingly.

Research Questions

The following research questions are raised on the basis of the literature and rationale of the study as presented above.

1. What are the barriers of making elementary education inclusive in India?
2. How the barriers of making education inclusive can be resolved?

Objectives of the Study

The study is conducted with the following objectives

1. To find out the barriers of elementary education to make it inclusive, and
2. To find out as to how the barriers of making education inclusive can be resolved by the system of elementary education.

Clarification of terms used in the study

Barriers to inclusive education: The term barriers to inclusive education are taken as those school facilities and infrastructure facilities that work as obstacles to make education inclusive. Such obstacles are; ramps facility, drinking water facility, toilets for girls and boys, classroom facilities and teacher-student ratio, adequate number of teachers, black board, computers, internet facilities, electricity, teachers' attitude and competencies to teach in inclusive classrooms.

Methodology of the study

As per the objectives of the study, the methodology needed is descriptive survey. The details of sampling procedure, tools and techniques used for data collection, data collection procedure, and analysis are presented here.

Data needed for the study

In order to achieve the objectives of the study the data needed are; barriers that are faced by the elementary schools; administrators, teachers, parents, and children were needed for the first objectives. For the second objective, data about the plan and strategies needed at the school level, and state level as needed change in attitude, skills and competencies of teachers, change in financial help and other provisions are needed from different stake holders of education.

Population of the study

The target population of the study is all the elementary schools of Government of Gujarat, Government Aided schools, and Private schools located in Baroda city. There are a total of 400 elementary schools In Baroda city as per the records of Baroda Corporation (2021).

Sample for the study

To conduct the study, a convenient sample of six schools (five Government-aided and one un-aided) was taken. From these schools, the six principals, and five teachers, few parents and children from each school were taken. So, the final sample consists of six principals, and thirty teachers, ten parents and fifteen children of elementary schools from Baroda city.

Tools for data collection

The researcher developed an open ended questionnaire for teachers and principals of schools to find the facilities in school premise, classrooms, teaching learning materials, assistive technology, availability of counsellors, and support service to CWSNs and Socially and Economically disadvantaged group. An unstructured interview for principal and observations

of school campus and classroom teaching was done to find the barriers as asked to teachers in the questionnaire. An attitude scale for teachers' attitude towards inclusive education and another scale to measure teachers' level of teaching competency in inclusive setting were used by the researcher. Both these tools were validated and reliability were estimated earlier by the researcher (Pradhan, 2021a; Pradhan, 2021b). The researcher conducted unstructured interviews with fifteen CWSNs children and their parents to know as to what barriers are being faced by them for getting access to education and continue to get education.

Collection of data

The researcher visited the sample schools personally and administered the questionnaire on teachers and principals. Further, the researcher interviewed the principals and observed the schools and classrooms. The selected CWSNs and their parents were interviewed at their suitable place and data collection was done within a span of one month time. The data collected by observation and interviews were recorded by preparing field notes. The Teachers' Attitude towards inclusion scale and Teachers' Competency to make education inclusive scale were administered to the teachers personally by the researcher.

Analysis of data

The data collected was put to analysis by categorizing the data under two different headings as per objectives; barriers and path ahead. The data were content analysed and emerged themes from the open-ended questionnaire and interviews were tabulated. The data collected with the help of Teachers' attitude, and Teachers' Competency were analysed by using Mean and SDs. The detail of analysis is presented below.

Barriers to make education inclusive

School premise;

The researcher observed the school premise and noted that none of the schools have any ramps for the physically disabled children. About the availability of toilets and sanitation facilities, it was found that all the school have separate toilets for boys and girls but no special provisions for the disabled children. The schools have drinking water facilities that supply of tap water/filtered water for the children at a common place.

Infrastructure facilities

The detailed of infrastructure facilities available in the sample schools are presented in table-1 below. Before dealing about the data as collected by observation, it is noteworthy to mention that all the selected schools were old enough that is two schools established before India's independence, three schools during 1980s, and one during 1990s. It can be seen that all the school campuses were well maintained and had adequate number of toilets for boys and girls separately. There was drinking water facility, library, and playgrounds in all the schools. However, the observation of the researcher further revealed that the washrooms were not maintained properly. The taps were rusted and there was bad smell emanating from the toilets in majority of the schools. It was noted that none of the schools had ramps for the physically disabled children.

Table 1: Infrastructure and Physical facilities at selected schools

Sr. No.	No. of students	Toilets for boys	Toilets for girls	Drinking water facilities	Ramps	Library	Play ground
1	530	4	4	Tap water	No	6660 books	available
2	337	2	2	Tap water	No	8435	available
3	572	3	2	Tap water	No	available	available
4	875	0	4	Tap water		600	available
5	490	2	2	Tap water	No	175 books	available
6	846	3	3	Tap water	No	available	available

Teaching learning facilities in selected primary schools

The selected schools had adequate number of teachers with professional qualifications. It can be seen from table-2 below that all the schools had adequate number of classrooms, Blackboards (cemented/whiteboard), library with enough books, play materials, teaching-aids, and computer facilities. The student-teacher ratio was ranging from 26-141. However, per classroom, the students' number was 48-73. But it can be said that in most of the schools, the classroom were overcrowded.

Table No.2: Teaching learning facilities in selected primary schools

Sr. No.	No. of Teachers	No. of Computers	No. of classrooms	Student-Teacher ratio	Students per classroom	Total No of Blackboard
1	11	2	7	59	76	28
2	8	21	7	42	48	16
3	22	30	10	26	57	10
4	18	3	14	49	63	14
5	11	3	10	45	49	10
6	6	52	14	141	60	14

Assistive technologies

The schools that were surveyed by the researcher revealed that half of the surveyed schools had 2-3 computers (Table-2 above) but the other half had more than 20 computers and all the students in these schools had access to computer facilities. The computers had broad band internet connectivity. But the numbers of computers that were in working conditions was very limited. On further enquiry from teachers, it was found that more than 40% students did not have mobile technology at home for online classes during pandemic. The blind students were not having the facility of Braille facility at schools. Textbooks in Braille are also not available to students.

The Government has produced 300 videos for school children and provided to students in WhatsApp to make use of these materials. Over 15000 CWSNs have been benefitted by such technology during the COVID19 pandemic. To compensate the loss of teaching by teachers, the Government has produced videos by expert teachers and distributed to children free of cost. It has also made provision to assist the poor children with no device to take help of locals and Sarpanch (Head of Village panchayat) to have access to such technologies. The lessons were also telecasted in 13 TV channels by Vande Gujarat DTH channel. Overall, it can be said that schools are not equipped with modern assistive technology and self-learning materials in particular but Government has been helping in certain way to make education equitable.

Teachers’ attitude and competencies

The Teachers’ Attitude scale and Teachers’ competency to make education inclusive scale were administered on 30 teachers and the Mean and SD were presented in table-3 below. The maximum score one can obtain in Attitude scale was 125 and in Teachers’ competency o make education inclusive was 40. The Means and SDs of both the scales were calculated from the obtained scores of the sample teachers.

Table No.3: Means and SDs in Teachers’ Attitude and Competency for Inclusive Education

Sr. No.	Variables	Mean	SD
1	Teachers’ Attitude	64.35	4.44
2	Teachers’ Competency	18.54	4.25

The Mean and SD of Teachers’ Attitude towards inclusive education as presented above reveal that teachers have moderate attitude towards inclusive education and they are heterogeneous that is there are teachers who have also negative attitude and at the same time few teachers having very high positive attitude as denoted by SD. About their teaching competency, it can be said that the Mean Value of 18.54 is from a maximum score of 40 and therefore it can be said that teachers have low level of teaching competencies as the Mean is below 50% of maximum score. The teachers are also heterogeneous in terms of their competencies. A large number of teachers were with low level of competencies and a also high number of teachers with high teaching competencies. So, teaching competency among teachers to make classroom inclusive is a real problem as overall the Mean level competency is below 50% of maximum score.

Expert help and Counselling to CWSNs

The schools have occasional visits by health professionals and by qualified clinical experts in psycho-therapies. The students with hearing impaired are referred to doctors for hearing aids and are provided on subsidised rates by Government. The children with poor economic background and castes are given scholarship and free book supply by the Government.

Barriers as voiced by CWSNs and their parents

The fifteen CWSNs and their parents interviewed and the data collected was categorized as per the themes emerged from there. The table below presents the barriers as expressed by students and parents.

Table No. 4: Barriers of inclusive education as expressed by students and parents.

Sr. No.	Barriers of inclusive education	Number of Parents views	Number of Children views
1.	Accessibility of school	6 (60%)	13 (86.67%)
2.	Infrastructure facilities	8 (80%)	14 (93.34%)
3.	Availability of assistive technology	10 100%)	15 (100%)
4.	Un co-operative teacher	7 (70%)	12 (80%)
5.	Bully by peers	7 (70%)	13 (86.67%)
6.	Rigid curriculum	6 (60%)	15 (100%)
7.	Lack of teachers' competency to teach	8 (80%)	12 (80%)
8.	Teachers do not encourage their participation in classroom and co-curricular activities	9 (90%)	14 (93.34%)
9.	No individual attention to problems of CWSNs	9 (90%)	15 (100%)
10.	Total No.	10	15

It can be observed from the Table-4 above the major problems of inclusive education at elementary schools are; individual attention to students' problems, rigid curriculum, unavailability of assistive technology, infrastructure facilities at schools are not enough, schools are far away and for the physically disabled there is no ramps, teachers do not encourage them to take active part in classroom and co-curricular activities, and teachers are not competent to teach in inclusive settings.

Path ahead

The data collected from the principals, teachers, parents, and CWSNs about the future course of action to make education inclusive, the following points emerged from the analysis of data.

- a. There is a need of strict enforcement of inclusive policy of Government in primary schools in terms of admission of students, classroom process, examination, and inclusive pedagogy.
- b. There is a need of continuously evaluating and monitoring the process of making education inclusive.
- c. The school teachers shall be trained to enhance their competencies to make education inclusive.

- d. Teachers and parents shall meet on regular basis to understand the disabled children and facilitate them.
- e. All schools shall have adequate number of teachers, infrastructure facilities, and assistive technologies
- f. There shall be proper budget allocation for all schools.
- g. Professional development of teachers shall be on continuous basis.

Findings of the study

The following findings can be derived from the present study about barriers to inclusive education and path ahead.

Barriers to inclusive education

1. The elementary schools are not well equipped with needed facilities to make education inclusive and this act as major barriers for students' access and retention in schools.
2. Teachers are not competent to make education inclusive. Teachers have not developed positive attitude towards inclusive education.
3. Individual attention is not paid to CWSNs and differentiate pedagogical practices are not followed by teachers.
4. The school curriculum is rigid and this acts as a barrier to make education inclusive.
5. Peer support, and technological supports are not used by teachers to make education inclusive.
6. Extra time is not given to CWSNs students. No bridge course is provided to students remaining absent.
7. Co-operation of counsellors and experts are not available to CWSNs.

Path ahead

1. Inclusive policy shall be strictly followed by schools and the administrative officials.
2. Regulatory authorities shall ensure availability of infrastructure facilities and assistive technologies at schools for inclusive education. Close monitoring of inclusive education at schools by administrators is needed.
3. Allotment of suitable funds to schools is essential.
4. Continuous professional training of teachers in inclusive pedagogy is needed.
5. All stakeholders including parents shall meet regularly to help and plan for inclusion.
6. Pupil centred curriculum with lot of flexibility shall be designed.

Conclusion

It is concluded that making education inclusive is not a one-man show. It needs collaborative effort among policy makers, middle management, teachers and parents of the students. There have been sincere efforts made at national and local level to make education inclusive. But there are a host of barriers still faced by the system. Some of the main barriers are; infrastructure facilities, school building not as per the accessible criteria, incompetent teachers, rigid curriculum, attitude of teachers, lack of systematic efforts and policy for monitoring and teachers professional development. It needs proper enforcement policy parameter, financial allocation for infrastructure and assistive technologies, and training of

teachers. India can make it as the education for all children is a fundamental right and a humanitarian value.

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