

**Biswajit Das**

State Aided College Teacher -1

Department of Education

Basirhat College, WB

<http://www.basirhatcollege.org>bd11261@gmail.com

Inclusive Education : New Challenges for School Education

Biswajit Das**Abstract:**

"If a child can't learn the way we teach, maybe we should teach the way that they learn".
--Ignacio Estrada

Education is a continues life long process. People are able to adapt to its environment through education. People became increasingly

social people. The question is that everyone gets equal opportunities in general education? The students with special needs have been deprived. As a result, they are gradually lagging behind in society. Our society is going back with them. The country's progress is possible by making the child with special needs into resource person. Different commissions or committees have been formed at different times to bring back to the mainstream of education of this deprived student. As a result, students have been included in general education of child with special needs, it's called inclusive education. Inclusive education can be introduced by making some changes in curriculum and education infrastructure. Here are general students and special needs students together achieve knowledge at the same time. Respecting each other, students get knowledge of collaborative attitude. Public awareness and administrative will need for inclusive education. Special trained teachers are also needed for inclusive education. There are many obstacles in the implementation of inclusive education. We have to go ahead with the progress of progress by conquering this barrier. Special needs students must be established in society. They may be self-confident and self-reliant. In this present situation, inclusive education is a big challenge to our country. I think, this article would help towards solving some problems of inclusive education.

Keywords: Inclusive Education, Awareness, Child with Special Needs.

1. Introduction:

Education a lifelong continuous process. Education helps to adapt to his family, environment and culture fairly. There is a traditional trend of education that is flowing through institutional education. Exceptional children cannot participate in general infrastructure of institutional education due to their needs. As a result, they are separated from the mainstream of society. But education is the constitutional basic rights of the person. After taking some additional initiatives in the conventional infrastructure of educational institution, all children can take advantage of education. Inclusive education is an additional initiative. In inclusive education include the whole child in the current general infrastructure of education by making some infrastructural change in education. Inclusive education is an ideal active initiative, where

ordinary children and special needs participate in the acquiring learning skills and acquiring desirable skills. Inclusive education is possible in collaboration with the school authorities, teachers, general and child with special needs, guardians of these Childs and other people living in society.

2. What is Inclusive Education?

Inclusive Education is the modern and ideal management to ensure the participation of student with special needs in mainstream education. It is an opportunity to inclusion all students in the mainstream. According to UNICEF¹, Inclusive Education means all children in the same classrooms, in the same schools. It means real learning opportunities for group who have traditionally been excluded- not only children with disabilities, but speakers of minority languages too. According to Department of Education-New Brunswick², Inclusive education is a pairing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential.

3. Review of Related Literature:

Balu, A. & Rajkumar, P. (2015)³ in this study the authors focused on necessary learning equipment. They give importance of Sarva Shiksha Abhiyan to get better achievement of inclusive education. They recommendation to every stakeholder of the society has to understand their role and responsibilities to work with cooperation and coherence to ensure that not a single child is left without school education. Differently abled children should be treated equally as the normal children and instead of looking them in sympathy their talents and abilities should be recognized for their self-respect and welfare of the society. Singh, J.D. (2016)⁴ in this study the researcher focused on clarify the concept of inclusive education. The researcher gives a brief historical background of inclusive education. The researcher limited this study in Indian aspect and gives an idea of necessity of inclusive education in Indian schools. The researcher discusses about few measures for implementing inclusive education and suggested to meet the challenges, the involvement and cooperation of educators, parents, and community leaders is vital for the creation of better and more inclusive schools. Pingle, S. (2015)⁵ in This research paper discusses about the effect of inclusive education awareness programme, developed to create awareness among preservice teachers. Methodology used was quasi-experimental design

¹UNICEF (2021). Inclusive education. Retrieved on 28.03.2021 from <https://www.unicef.org/education/inclusive-education>

² Department of education- New Brunswick (2013). Definition of inclusive education. Retrieved on 25.03.2021 from- <https://inclusioncanada.ca/wp-content/uploads/sites/3/2013/07/definition-of-inclusive-education.pdf>

³ Balu, A., & Rajkumar, P. (2015). A Challenge of Inclusive Education. PARIPEX - Indian Journal of Research, ISSN - 2250-1991

⁴ Singh, J. D. (2016). Inclusive Education in India – Concept, Need and Challenges. Scholarly Research Journal for Humanity Science & English Language, ISSN: 2348-3083

⁵ Pingle, S. (2015). Effect of Inclusive Education Awareness Programme on Preservice Teachers. European: The international academic forum.

pre-test and post-test non-equivalent group along with factorial design to study the interactive effect of moderator variables on treatment. Questionnaire on awareness about inclusive education was prepared. Findings revealed that preservice teachers from experimental group have gained awareness about inclusive education to a moderate extent. No significant interactive effect of gender, socio-economic status, social intelligence, emotional intelligence and treatment was found. This confirms that treatment given to experimental group was effective.

Kumar, B. (2018)⁶ in This paper analyzing challenges or barrier faced disabilities children or Children with Special Needs (CWSN). The main focus of paper for Inclusive Education (IE) is a new comes within reach of 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. The paper illustrated those challenges and strategies to overcome the barriers for the improvement of the disabilities children in teaching learning process keeping in view these questions, this article discusses in detail the concept of inclusive education, challenges and proper strategies to implement inclusive education in India.

Begum, A. (2016)⁷ in this author discuss the integration of students with disabilities into the regular educational setting as regular class students has become the concern of educators, governments, and the society at large. But numerous factors continue to affect and regulate the development of inclusive education in India. A limited understanding of the concept disability, negative attitudes towards persons with disabilities and a hardened resistance to change are the major barriers impeding inclusive education. The present paper tries to highlight the scenario of inclusive education in India along with policies, legal framework and the role of teachers in inclusive setting. The study concludes that the implementation of inclusive education requires dedication and willingness on part of all stakeholders especially educators.

Parveen, A. & Qounsar, T. (2018)⁸ in this study was to explore several problems creating hurdles in the way of inclusive education. It was found that the concept of Inclusive Education is still fumbling with problems of policy implementation, an environment that is not conducive for practice. The success of inclusive education is hindered by other factors like community's attitude towards disability, lack of adequate involvement of all stakeholders among others. Among the mentioned hurdles one of the serious problems is to prepare a good, effective and competent teacher who can lead and practice the concept of inclusive Education adequately

⁶ Kumar, B. (2018). Inclusive Education-New Challenges and Strategies. International Journal of Technical Research & Science, ISSN No.: 2454- 2024

⁷ Begum, A. (2016). Inclusive Education: Issues and Challenges. Scholarly Research Journal for Interdisciplinary Studies, ISSN 2278-8808

⁸ Parveen, A. t. & Qounsar, T. (2018). Inclusive education and the challenges. National Journal of Multidisciplinary Research and Development, ISSN: 2455-9040

Mitiku, W., Alemu, Y & Mengsitu, S. (2014)⁹ this study is conducted in order to assess the challenges and opportunities to implement inclusive education in selected primary schools of North GondarZone. In order to attain the objectives of the study, related literatures on international policies and concepts of inclusive education were reviewed in detail. Concerning the significance of the study it is expected that it will highlight those concerned individuals on the existing situation prevailing in connection with the problem under study and devise mechanisms for addressing the observed situation.

4. Objectives of the Study:

- To know what is inclusive education.
- To know pedagogical strategies for inclusive education.
- To know recommendations of different commission or committee for inclusive education.
- To know various obstacle of inclusive education.
- To know advantages of inclusive education in personal area and social area.
- To know what changes needed in the curriculum for inclusive education.

5. Methodology:

The methodology of the article is descriptive type. The author first collects the necessary information for the article, then described and analyzed the information and composes the article. The author has collected information from various books, articles, journals, e-content, thesis, expert opinions and related websites. All the information collected is secondary qualitative data.

6. National Initiatives for Inclusive Education:

6.1 Recommendations of Kothari Commission:

The Kothari Commission (1964)¹⁰ is the most notable of all the commissions or committees formed to improve the education system of independent India. Among other aspects of education, the Commission has made recommendations in the context of education of children with special needs. The recommendations of this Commission for the education of children with special needs are as follows-

- Within 1986, at least one percent of children with disabilities will have access to education.

⁹ Mitiku, w., Alemu, Y & Mengsitu, S. (2014). Challenges and Opportunities to Implement Inclusive Education. Asian Journal of Humanity, Art and Literature, Volume 1, No 2 (2014)

¹⁰ Chakrabarty, U. (2019). Creating an Inclusive Education. Kolkata: Aaheli Publishers

- At least one school for the disabled should be established in every district.
- In the next two five-year plans, it is necessary to set up a number of experimental institutions for children with partial hearing and mental disabilities.
- The Minister of Education should provide necessary funds for conducting special research on the education of persons with disabilities.

6.2 Recommendations of National Policy on Education 1986¹¹:

The Comprehensive Education Plan for the overall improvement of the education system of India, presented in 1986, is known as the National Education Policy and is very important in the field of education. This is the first time that children with disabilities can be educated with other students. Recommendations are-

- Children with disabilities should be taught in normal schools with normal children.
- Special schools should be tried for those who have high levels of disability.
- Vocational education is required for children with disabilities.
- Primary teachers need to be given special training so that they are able to teach the disabled.
- All the voluntary organizations that are there to help the disabled will be helped in various ways.

6.3 Recommendations of Ramamurthy Committee¹²:

Ramamurthy Committee was formed in 1991 to inform the government about the development the national education policy of 1986. This committee has given important opinions to the child with special needs, this are-

- Increase public awareness about education of child with special needs.
- Encourage different ways to take education of disabled children.
- Flexibility in education of children with disabilities is desirable, the need for school special classes according to the requirement.
- Schools will have to take separate measures for education of children, such as hearing, visual and mental disability etc.
- Must have vocational education for children with special needs.
- Various research companies have to encourage the disabilities to continue research on disabled people.

6.4 Recommendations of National Policy for Persons with Disability -2006¹³:

¹¹ Ministry of Education, Government of India. National policy on Education. Retrieved on 24.04.2021 from https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf

¹² Ibid; See Footnote- 10.

National policy for children completed special needs. The desire goal is to give the ability to self-reliant life of all special needs. Ensure helpful environment and arranging overall rehabilitation. The initiatives taken earlier for achieving these targets were not enough. For this, the central government formulated this policy in 2006. The important features of this policy are the people of the country with disabled or special needs, are not the burden of the country. Establish this idea. The aspects that are mentioned in this policy are –

- If many obstacles are born, then it can be controlled in the initialization of the arrangement even though it is in the beginning. So, this policy is given importance to fast identification of any disability.
- It is possible to remove partially or completely through any disability treatment. Identifying disabled children will then arrange their resistance.
- Under the operation of the socialization, children and female disabilities are neglected. This policy has been recommended to give special attention to these people.
- Disabled Certificate Required to get Social Security After the state-approved doctors regularly passed the test episode, all special needs certificates must be provided.
- Education, health, various parts of life, have been told to create an uninterrupted environment or helpful environment. As a result, the participation of special needs can be ensured in various social activities.

6.5 Recommendations of Right to Education -2009¹⁴:

In 2002, the 86th amendment of the Indian Constitution was associated with a sub-section 21A. It is said in this paragraph that all children of 6 to 18 years of age should be given free and compulsory initial education. According to this paragraph, education rights recognized a fundamental right. The recommendations that were done here are-

- Free and compulsory primary education.
- The opportunity of this education is applicable for general students 6-14 and upto 18 years for those with special needs.
- According to age, students have freedom of class selection.
- Corresponding to the curriculum and evaluation process requirements.
- To ensure appropriate qualified teacher's participation.

7. Inclusive Education and Curriculum Adaptation:

¹³ Vikaspedia. National Policy for Persons with Disability ,2006. Retrieved on 24.04.2021 from <https://vikaspedia.in/social-welfare/differently-abled-welfare/policies-and-standards/national-policy-for-persons-with-disabilities-2006#:~:text=The%20Government%20of%20India%20formulated,Rehabilitation%20of%20persons%20with%20disabilities>

¹⁴ Ibid; See Footnote- 10.

Suitable for inclusion in a curriculum that meets the special needs of students with special needs. But among other subjects of learning, the curriculum is a relatively stable subject which cannot be changed in a hurry if necessary. Curriculum revision has specific policies and timelines that can be followed to bring about the desired changes. But whatever possible, that is to focus on the needs of students with special needs during curriculum delivery. Teachers will keep an eye on what students are learning through the curriculum and how students with special needs are participating in the curriculum. The curriculum will be designed in such a way that it is possible to develop students with special needs and eliminate harmful behaviours. So, Ross (1998)¹⁵ speaks of contextual or curricular equality provisions. The principles that will lead to curricular equality are following –

- **Modification:** Select the correct answer from the given answers instead of giving a written answer.
- **Substitution:** Organizing writers for visually impaired students.
- **Omission:** Applying simple words by eliminating complex words.
- **Compensation:** Practicing skills suitable for the recurring lifestyle of students with special needs in the curriculum.

The Curriculum for the students of visual special needs is to adapt, called Plus Curriculum¹⁶. The necessary part of the children's curriculum in special needs, the necessary part of the adaptation is the efficiency of the daily life. These include the practice of maintaining physical, mental wellness, cleaning habits, habits etc. A visionary special needed need to add those skills by the expected adaptation in the curriculum. where a visual special needed to spend a safe, self-dependent life. Also, the changes should be changed in-

- Braille method learning.
- Applying various instruments such as magnifying glass, tape recorder, book published in large script etc.
- Studies of social skills.
- Daily Living Skills Study.
- Sense training

The subjects of the hearing special needs student's curriculum are the development of language, meaningful words and sentence pronunciations, sign language use etc. Language learning skills are acquired by language. These students learn the use of his syntax and practice the use of language from physical movement, spell of lips, spectacles, oral expression etc. By adding these

¹⁵ Chakrabarty, U. (2019). Creating an Inclusive Education. Kolkata: Aaheli Publishers

¹⁶ Syarfuni, Nuruddin, & Rafli, Z. (2019). Learning Method and Teaching Material of Plus Curriculum in The Madrasah Aliyah Darul Ulum, Banda Aceh: An Ethnographic Study. Advances in Language and Literary Studies, ISSN: 2203-4714 Retrieved on 24.04.2021 from- <https://files.eric.ed.gov/fulltext/EJ1230411.pdf>

contents in the text, it can be helped of child with special needs. In addition to the text presentation with the help of the use of the textual language, the way to establish a similar connection is the use of cued language. The cued language is to present in front of the child with special needs with the help of hand-handling, finger movements, lip movements, which is better place in the curriculum adaptation.

There are several skills (According to Hoover and Pollon)¹⁷ required for students with special mental and learning needs. They are-

- i) **Reading Skill:** The constitution of vision, hearing, transmission and other ideas, formation of skills, intellectuals, etc.
- ii) **Writing Skill:** Intellectual development, thinking, concept formation, etc. Skills and eye-hand coordination are essential conditions of Writing Skill. It ensures the success of writing skills.
- iii) **Hearing Skill:** All activity like listening to classmates except text issues, follow the teacher's instructions etc. is the essential condition of hearing skills.
- iv) **Graphic Skill:** The skills of understanding of map, charts used in learning work etc. are meant to be graphics skills.

8. Pedagogical Strategies of Inclusive Education:

There are several strategies of Inclusive Education; some are described below.

- (i) **Co-operative Learning**¹⁸: Collaborative learning will take knowledge or skills about any issues by interacting the teacher-student interaction. Co-operative learning is the combination of many instructions that students are encouraged to complete a specific educational work. Through this learning system, the special needs students will achieve any content in collaborative. As a result, students who have special needs are interested in taking more education.
- (ii) **Peer Tutoring**¹⁹: Students have gained a many knowledge and skill with the help of a teacher under the leadership of a specialist student in the team. Students are helping them to achieve any friend skills of all of them. As a result, the students are spontaneously interest in education. The significant role in teaching of this method and special needs plays a significant role in teaching. In this process, the special needs students are spontaneously interested in learning and encouraging them to learn among them.
- (iii) **Social Learning**²⁰: We can take learning experience from our environment. Being a member of the society have opportunity to collect various information. So, when the greater society is

¹⁷ Chakrabarty, U. (2019). Creating an Inclusive Education. Kolkata: Aaheli Publishers

¹⁸ Wikipedia. Cooperative learning. Retrieved on 07.04.2012 from https://en.wikipedia.org/wiki/Cooperative_learning

¹⁹ Council for Learning Disabilities. Peer Tutoring. Retrieved on 06.04.2021 from- <https://council-for-learning-disabilities.org/peer-tutoring-flexible-peer-mediated-strategy-that-involves-students-serving-as-academic-tutors/>

²⁰ Wikipedia. Social Learning. Retrieved on 06.04.2021 from-

particularly influenced the student's learning, it is called social learning. Learning in which a person changes his behavior by being influenced by another person's behavior, reaction is called social learning. The special needs students learn from their surrounding societies. He follows the behavior of a person's behavior to be considered as a model.

- (iv) **Reflective Teaching**²¹: It is a method combining student's needs, learning environment, and other influence on learning. At this level the student has relieved and applies collected knowledge. The student can think independently, to conceive, apply and make decide independently. The student can choose content according to his needs, interests, thoughts and preferences. It plays a significant role in providing qualitative education in special needs.
- (v) **Multisensory Teaching**²²: We take information from the environment around the help of our senses and through learning experience, our knowledge has been developed. So many sensible learning means to manage learning work in mind the nature of our senses. This method is very effective in the special needs of children. If there is an error in any sense of these special needs, then other senses can gain knowledge. In that case, their other senses are more active.

9. Barriers of Inclusive Education²³:

There are many barriers in the implementation of Inclusive Education. These are as follows-

- (i) **Attitude**: Despite many discussions about the participation of children with special needs in the mainstream of society, unhealthy attitudes are seen. There are fears that the pace of normal mainstream education will be disrupted and standards will go down.
- (ii) **Infrastructural Barriers**: In many areas, educational institutions and other social institutions do not have the opportunity for the child with special needs to travel and participate. Ramps, handrails, classrooms, toilets etc. were said to be suitable for the use of students with special needs, but in many cases, it was not possible. As a result, it was not possible to create a barrier-free environment for a child with special needs.
- (iii) **Teaching Learning Equipment Related Barriers**: Another aspect of the infrastructure is that learning barriers are not only limited to learning materials. The massive application of modern information technology systems also adds to this. Educational institutions lack the materials needed to teach children with special needs.

[https://en.wikipedia.org/wiki/Social_learning_\(social_pedagogy\)](https://en.wikipedia.org/wiki/Social_learning_(social_pedagogy))

²¹ British Council. Reflective teaching: Exploring our own classroom practice. Retrieved on 06.04.2021 from-

<https://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice>

²² Lexicon Reading Center. What is Multisensory Teaching Techniques? Retrieved on 06.04.2021 from

<https://www.lexiconreadingcenter.org/what-is-multisensory-teaching-techniques/>

²³ Chakrabarty, U. (2019). Creating an Inclusive Education. Kolkata: Aaheli Publishers

- (iv) **Scarcity of Institution:** Another major obstacle to the education of children with special needs is the lack of adequate educational institutions. Due to the shortage of educational institutions, all children with special needs cannot participate in educational institutions.
- (v) **Lake of Economical Support:** There is not enough funding for the infrastructural changes that need to be made or teacher training to be implemented. As a result, these barriers are also identified as a major barrier to inclusion.
- (vi) **Curriculum and Evaluation System:** After composing the syllabus, it takes a long time to change. As a result, that rigid syllabus fails to meet the needs of all students with normal and special needs. In this the interest of the students is lost and the participation of the students is disrupted.
- (vii) **Language and Communication:** If the use of communication and language is not in the mother tongue or in the language used by the child, it is a major obstacle to the child's participation in learning.

10. Advantages of Inclusive Education in Personal Area²⁴:

The Inclusive Education provides several advantages in the personal areas; which are given below-

- Students with special needs are able to increase their ability to adapt to the environment by teaching in general schools from the beginning of their education.
- In inclusive education the disability person has to participate in the classroom. This education helps in achieving the goal of individual oriented education.
- In this learning environment, general students and students with special needs move forward to gain learning experience through mutual interaction.
- This education develops the positive qualities of the student with special needs and builds realistic expectations for the child based on those qualities.
- Students of inclusive education learn to value and respect each other's abilities and individualities as they have the opportunity to exchange with each other.
- Parents of children with special needs are made aware of their educational successes and failures. As a result, there is unity in the home and school environment of students with special needs. As a result, the mental health of the student is maintained.
- Inclusive education is a special opportunity to adapt to the mainstream of society from the beginning of a child's life. This means that the child does not have to undergo multiple trainings and becomes acquainted with the mainstream from the beginning.

²⁴ Sidhu, R.K. (2017). Advantages of inclusive Education for individual and society (Education for Differently-abled- M.Ed.). Retrieved on 24.04.2021 from- <https://learningmaterialghg.blogspot.com/2017/10/advantagesof-inclusive-education-for.html>

11. Advantages of Inclusive Education in Social Area²⁵:

Inclusive Education extends different advantages in the social areas; which are given below-

- Since the beginning of education, students with special needs participate in education, so the school does not develop a discriminatory attitude. On the contrary, it develops a positive attitude towards these students.
- The facilities and financial resources that are normally allocated to the students in the society are shared by the children with special needs by participating in the inclusive education and sharing those facilities and financial resources. As a result, it is beneficial for the society that inclusive education ensures fair use of resources for all the students of the society.
- If there are limited opportunities for students with special needs, they will be hindered from becoming self-reliant. As a result, a child with special needs is considered a burden on the society. But inclusive education can transform them into an asset to society.
- The right to education has been accorded the status of a fundamental right in the Indian Constitution. Inclusive education is an opportunity for children with special needs to help protect their right to education.
- Inclusive education is a field for students with special needs that can create a much younger generation with a greater sense of responsibility, awareness, and duty.

12. Conclusion:

Every Indian child has the constitutional right to education. But the child with special needs is derived from various site. As a result, they fall behind all the way in society and the burden of the country and society. It is possible to make the country's resources through proper education of these special needs. Inclusive education gives opportunities to make children with special needs into property. Inclusive education is a necessary philosophy and an ideal status. The success of this education is funded in all level awareness of society, co-operation and participation in all areas. If more special needs students will be partnership of this education, the more this education will be excelled. Schools as a center of inclusive education and the possibility of being appropriate. The need for good will, activism and awareness will help to implement this ideal. Not only public awareness but also administrative awareness is needed. Allocation of funds for education as required, appointment of trained teachers, duty of parents towards their children. Through these we can go further by providing education to children with special needs.

Reference:

- Balu, A., & Rajkumar, P. (2015). A Challenge of Inclusive Education. PARIPEX - Indian Journal of Research, 2250-1991.
- Begum, A. (2016). Inclusive Education: Issues and Challenges. Scholarly Research Journal for Interdisciplinary Studies, 2278-8808.

²⁵ Chakrabarty, U. (2019). Creating an Inclusive Education. Kolkata: Aaheli Publishers

- Chakrabarty, U. (2019). Creating an Inclusive Education. Kolkata: Aaheli Publishers
- Department of education- New Brunswick. (2013). Definition of inclusive education. Retrieved March 25, 2021 from <https://inclusioncanada.ca/wp-content/uploads/sites/3/2013/07/definition-of-inclusive-education.pdf>.
- Kumar, B. (2018). Inclusive Education-New Challenges and Strategies. International Journal of Technical Research & Science, 2454- 2024.
- Ministry of Education, Government of India. National policy on Education. Retrieved April 24, 2021 from https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf.
- Ministry of Home Affairs, Government of India (2021 Educational Status of disabled Population of India). Retrieved 25th August, 2021 from https://censusindia.gov.in/2011census/population_enumeration.html.
- Ministry of Home Affairs, Government of India (2021). Disabled Population by type of Disability, Age and Sex. Retrieved August 25, 2021 from <https://censusindia.gov.in/2011census/C-series/c-20.html>.
- Mitiku, W., Alemu, Y., & Mengistu, S. (2014). Challenges and Opportunities to Implement Inclusive Education. Asian Journal of Humanity, Art and Literature, Volume 1, No 2 (2014)
- Mukherjee, D., Halder, T., & Chand, B. (2016). Contemporary India and Education. Kolkata: Aaheli Publishers
- National Institute of Educational Planning and Administration (2021). U-DISE FLASH STATISTICS 2016-17. Retrieved August 25, 2021 from- http://udise.in/Downloads/Publications/Documents/Flash_Statistics_on_School_Education-2016-17.pdf pp-178
- Parveen, A. T., & Qounsar, T. (2018). Inclusive education and the challenges. National Journal of Multidisciplinary Research and Development, 3(2), 2455-9040.
- Pingle, S., & Garg, I. (2015). Effect of Inclusive Education Awareness Programme on Preservice Teachers. European: The international academic forum.
- Sharma, T. (2018). Reflection on current status of inclusive education in India. International Journal of Research Culture Society, 2(3), 2456-6683.
- Sidhu, R.K. (2017). Advantages of inclusive Education for individual and society (Education for Differently-abled- M.Ed). Retrieved April 24, 2021 from <https://learningmaterialghg.blogspot.com/2017/10/advantagesof-inclusive-education-for.html>.
- Singh, J. D. (2016). Inclusive Education in India – Concept, Need and Challenges. Scholarly Research Journal for Humanity Science & English Language, 2348-3083.
- UNICEF. (2021). Inclusive education. Retrieved March 28, 2021 from- <https://www.unicef.org/education/inclusive-education>.
- Vikaspedia. (2021). National Policy for Persons with Disability ,2006. Retrieved April 24, 2021 from- <https://vikaspedia.in/social-welfare/differently-abled-welfare/policies-and-standards/national-policy-for-persons-with-disabilities-2006#:~:text=The%20Government%20of%20India%20formulated,Rehabilitation%20of%20persons%20with%20disabilities>