

## Inclusive Education in India (1947–2021)

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### Abstract

Inclusive education is both a right and a strategy to eliminate educational disparities by integrating children from all backgrounds—including those with disabilities, from marginalized communities, and linguistic and gender minorities—into mainstream education. In India, the post-independence era witnessed significant evolution in educational policy from segregation to integration, and ultimately, toward inclusive approaches. This paper reviews key phases of inclusive education in India from 1947 to 2021, focusing on constitutional commitments, policy reforms such as the National Policy on Education (1986), the Right to Education Act (2009), the Rights of Persons with Disabilities Act (2016), and the National Education Policy (2020). It also explores the socio-economic and institutional challenges impeding inclusive practices and proposes policy recommendations for achieving a fully inclusive education system.

**Keywords-** Inclusive Education, Disability, RTE Act, NEP 2020, Educational Policy, Equity, Marginalized Groups, India, Special Needs, Educational Access

### Introduction

Education is universally recognized as both a fundamental human right and a powerful instrument of social transformation. In a nation as diverse and stratified as India—marked by deep-seated inequalities based on caste, class, gender, language, religion, and disability—education assumes a pivotal role in promoting social justice, equity, and democratic values. Inclusive education, as a philosophy and practice, seeks to eliminate exclusion within and from education and to ensure that all children, regardless of their background or abilities, can learn together in the same classrooms and schools. The concept of inclusive education is rooted in the belief that diversity in the classroom is a strength to be embraced rather than a challenge to be managed. It emphasizes the need to accommodate the learning needs of all students, particularly those who are most vulnerable to marginalization and exclusion—such as children with disabilities, girls, Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), linguistic and religious minorities, migrant children, and children from economically weaker sections.

Since achieving independence in 1947, India has taken significant strides in its efforts to make education accessible to all. The Indian Constitution guarantees equality, non-discrimination, and the right to education, which laid the foundation for inclusive policies. However, it was only in the latter part of the 20th century that inclusion moved from the periphery to the center of educational discourse. Key policy initiatives such as the National Policy on Education (1986), Sarva Shiksha Abhiyan (2001), the Right to Education Act (2009), the Rights of Persons with Disabilities Act (2016), and most recently, the National Education Policy (2020) have all contributed to advancing inclusive education in India.

Despite this progress, many challenges remain. Institutional inertia, inadequate teacher training, lack of accessible infrastructure, cultural biases, and poor implementation mechanisms have often hindered the realization of a truly inclusive education system. This research paper attempts to trace the historical evolution of inclusive education in India between 1947 and 2021, analyze the legislative and policy frameworks that shaped it, identify key challenges, highlight best practices, and suggest strategic recommendations for its effective implementation.

Thus, the study is significant in understanding how inclusive education has evolved over seven decades in India, how far it has succeeded in addressing educational disparities, and what steps are needed to make it more effective and meaningful in the years ahead.

**Constitutional and Legal Foundations-** The Indian Constitution laid a strong foundation for inclusive education:

- Article 45 (Directive Principles) advocated free and compulsory education for all children up to the age of 14.
- Article 15 prohibits discrimination based on religion, race, caste, sex, or place of birth.
- Article 21A (added by the 86th Amendment) guarantees free and compulsory education for children aged 6–14.

In addition, Article 46 calls for the promotion of educational and economic interests of SCs, STs, and other weaker sections.

### **Policy Milestones and Reforms-**

**National Policy on Education (1986, Revised 1992)-** This policy acknowledged the need for inclusive practices, recommending integrated education for children with mild to moderate disabilities and better representation of marginalized groups.

**Persons with Disabilities Act (1995)-** Mandated inclusive education and integration of children with disabilities into mainstream schools, although implementation remained patchy.

**Sarva Shiksha Abhiyan (2001)-** SSA emphasized Universal Elementary Education (UEE) with specific allocations and programs for Children with Special Needs (CwSN). Key interventions included:

- Teacher training
- Provision of aids and appliances
- Barrier-free access in schools

**Right to Education Act (2009)-** A transformative law that made education a fundamental right. Key inclusive features include:

- 25% reservation for children from economically weaker and disadvantaged groups in private schools
- Emphasis on age-appropriate admission
- Ban on discrimination, corporal punishment, and screening procedures

**Rights of Persons with Disabilities Act (2016)-** Expanded the definition of disability to include 21 categories and reinforced the right to inclusive education:

- Emphasized reasonable accommodation, trained teachers, and accessible infrastructure.
- Holds both government and private institutions accountable.

**National Education Policy (2020)-** NEP 2020 renewed focus on equity and inclusion:

- Identification of Socio-Economically Disadvantaged Groups (SEDGs)
- Introduction of Special Education Zones (SEZs)
- Promotion of multilingual education and gender inclusion funds
- Emphasis on universal access and flexible learning pathways

**Target Groups in Inclusive Education-** Inclusive education in India is fundamentally aimed at addressing the diverse learning needs of those children who are most at risk of exclusion from the mainstream education system. These include individuals marginalized by disability, caste, gender, economic status, religion, language, and geographical remoteness. Identifying these target groups is essential for designing policies and pedagogies that promote equitable access, participation, and success in education.

**Children with Disabilities (CwD)-** Children with disabilities represent one of the most visible and vulnerable groups in the discourse on inclusive education. Historically, they were either excluded from formal education or segregated into special schools. The shift toward mainstreaming and inclusive practices has been gradual but legally supported, especially after the Persons with Disabilities Act (1995) and later the RPWD Act (2016).

**Challenges:-**

Lack of trained special educators in regular schools  
Physical barriers (inaccessible classrooms, toilets)  
Inadequate curriculum modifications and assistive technologies  
Social stigma from peers, teachers, and communities

**Inclusion Strategies:**

Home-based education and community support  
Resource rooms and inclusive classrooms  
Use of sign language, Braille, and ICT tools  
Individualized Education Plans (IEPs)

**Scheduled Castes (SCs) and Scheduled Tribes (STs)-** Children from SC and ST communities often face structural discrimination, poverty, and geographical isolation. These barriers result in lower enrollment, higher dropout rates, and poor academic achievement.

**Challenges:**

Caste-based prejudice and stereotyping  
Poor infrastructure in tribal-dominated areas  
First-generation learners facing language and cultural barriers

**Inclusion Strategies:**

Ashram schools and Eklavya Model Residential Schools  
Scholarships, free textbooks, and uniforms  
Community mobilization and awareness programs  
Local language-based curriculum adaptation

**Girls and LGBTQ+ Students-** Although the gender gap in education has narrowed at the primary level, girls still face disadvantages, especially in rural, tribal, and conservative societies. LGBTQ+ students face invisibility and neglect due to the lack of policies recognizing their identities in schools.

**Challenges:-**

Gender-based violence and safety issues  
Early marriage and domestic responsibilities  
Lack of support systems for non-binary identities  
Absence of gender-inclusive curriculum and language

**Inclusion Strategies:**

Residential schools for girls (e.g., Kasturba Gandhi Balika Vidyalayas)  
Gender inclusion funds (as proposed in NEP 2020)  
Menstrual hygiene facilities and gender-sensitive pedagogy  
Counseling and life-skills education  
Linguistic and Religious Minorities

India's pluralistic society includes a multitude of languages and religions. Children from minority communities often face linguistic alienation and curriculum irrelevance, contributing to high dropout rates and poor performance.

#### **Challenges:**

Inadequate access to mother tongue instruction

Cultural insensitivity in textbooks

Low representation of minority teachers and role models

#### **Inclusion Strategies:**

Multilingual education, especially in early years

Modernization of madrasas and faith-based institutions

Community engagement and inclusive curriculum design

Use of local folklore, history, and oral traditions in pedagogy

**Children from Migrant Families and Urban Poor-** Children in slums, construction sites, and nomadic communities often live in temporary settlements with no access to schools. Frequent relocation disrupts continuity in education.

#### **Challenges:**

Lack of documentation and school transfer records

Absenteeism and child labor

No provision for remedial or bridge education

#### **Inclusion Strategies:**

Mobile schools and seasonal hostels

Flexible school timings and community-based learning centers

Enrollment drives and mid-day meals to retain children

NGO partnerships to monitor attendance and learning

#### **Children in Conflict Zones and Disaster-Prone Areas**

In regions affected by insurgency, displacement, or natural disasters, children's education is frequently interrupted.

#### **Challenges:**

Closure of schools due to insecurity

Loss of educational materials and homes

Trauma and mental health concerns

#### **Inclusion Strategies:**

Temporary learning shelters

Psycho-social counseling support

Emergency education kits and digital learning access

Partnerships with humanitarian agencies

In conclusion, the success of inclusive education in India depends on recognizing the unique barriers faced by different groups and designing context-specific interventions. Rather than treating inclusion as a generalized concept, targeted policies and localized solutions must guide implementation.

#### **Challenges to Inclusive Education**

##### **Institutional Challenges**

- Shortage of trained teachers for inclusive classrooms
- Lack of inter-departmental coordination between education, health, and social welfare sectors

##### **Infrastructure Gaps**

- Most schools lack ramps, accessible toilets, and Braille materials

#### Curriculum and Pedagogy

- Mainstream curricula lack flexibility for diverse learning needs
- Rigid assessments discourage alternate learning styles

#### Social and Cultural Stigma

- Prejudice against disabilities, caste, and gender non-conformity still exists
- Bullying and exclusion in schools are underreported

#### Data and Monitoring

- Lack of disaggregated data on dropout rates, CwSN performance, and school readiness

#### Best Practices and Innovations-

- Amar Jyoti School (Delhi): Fully inclusive classrooms (50:50 ratio of CwSN and others)
- Vidya Sagar (Chennai): Parent-inclusive community education models for cerebral palsy
- Kasturba Gandhi Balika Vidyalayas: Residential schools for girls from marginalized communities
- KITE (Kerala): ICT-based inclusive learning tools, including content in Indian Sign Language

#### Global Commitments and India's Alignment

##### Salamanca Statement (1994):

India's commitment led to integrated and inclusive schooling efforts under SSA.

##### UNCRPD (2007):

Inspired the RPWD Act (2016) and legal entitlements to inclusive education.

##### SDG-4 (2015):

India's NEP 2020 aligns with the goal of equitable, inclusive, and quality education for all by 2030.

#### Recommendations

1. Mandatory pre-service and in-service teacher training in inclusive pedagogy
2. Establishment of monitoring and evaluation systems
3. Improved data collection on enrollment, retention, and performance of marginalized groups
4. Adequate budgetary allocation for inclusive infrastructure and support services
5. Promote public-private partnerships to innovate in inclusive education
6. Ensure language diversity and culturally responsive curriculum
7. Create a centralized repository of inclusive education resources
8. Develop peer support systems and inclusive co-curricular activities
9. Strengthen community and parental involvement
10. Encourage inclusive leadership at school and administrative levels

**Conclusion-** Inclusive education in India has evolved significantly, with policies and legal reforms shifting from segregated approaches to an integrated and rights-based framework. However, full realization remains a

work in progress. Systemic, infrastructural, and attitudinal challenges must be addressed through sustained political will, community engagement, and innovative practices. If inclusive education becomes a lived reality and not just a policy vision, it can transform India's educational and social landscape into one that is truly just, equitable, and democratic.

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