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GLOBALIZATION AND EDUCATION: CHALLENGES AND OPPORTUNITIES TO IMPLEMENT INCLUSIVE EDUCATION IN INDIA

Abstract

With the introduction of "global educational policies", there has been wider utilization of educational opportunities to all the sections of Indian society. One of them is the National Educational Policy on Education of 1986 (revised in 1992) which initiated a radical reconstruction of the educational opportunities in India. Thus, over the past four decades, Inclusive education model has attained a key position in the knowledge society under a globalized economy of India. However, the efforts to expand inclusive education are characterized by both opportunities as well as challenges. Inclusive education as a globalization project rests on the concern for "Education for All" and is significant for school itself, for teachers and social environment with which the school operates. Also included are the challenges with which inclusive education is highly contestable in India, namely, an issue of cost effectiveness, a concern for penetration of 'first world' knowledge, lack of government in fund disbursal, confrontation between different sectors of operation and lack of resources and social backwardness. This paper tries to explore the impact of globalization on inclusive education in India with primary emphasis on the purposes, challenges and opportunities.

***Keywords:** Globalization, education, inclusive education, challenges, opportunities, India*

Introduction

We live in an era which is primarily triggered by the emergence of global markets and the free flow of information driven by cultural, social and even political processes around the world. This is globalization. Some view it as an inevitable process characterized by the economic development of the country. Others regard it as a risk towards society, believing that it increases social inequality and brings hostility between countries. In comparison to the

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conflicting aspects, researchers have pointed the occurrence of process as emphasizing the cultural, political-economic and technological aspects, the compression of time and space, intensification of worldwide social relations and above all global intersections of interlinked practices and ideologies.

Globalization as a contemporary process has profound effects on the education system of every society. Globalization aims at incorporating "knowledge society" by bringing education as a prevailing discourse. With the increasing penetration of "first world" knowledge, it radically reforms the course and content, schooling system, curriculum, pedagogy, teacher-student relationship, educational organization and leadership and above all inclusion of pupils with development and learning difficulties. Moved with this holistic assumption, globalization entrusts the schools to adopt inclusive education inorder to ensure possible development of systematic knowledge of each pupil with or without disabilities.

From the beginning of the 20th century, inclusive education as a consequence of globalization is seen by the government of India as an intrinsic aspect of social inclusion through "global educational policies". Many scholars mentioned these policy regulations as progressive in their assumption of focusing on the delivery of instruction towards the students with disabilities after thinking education as the fundamental requisite of human development. But unfortunately the movement of change and reform in the field of education towards the children with disabilities is extremely slow that ultimately rendered the goal of inclusion unsustainable in India. Therefore, the consequences of globalization on education system of India are balanced in nature. We see both opportunities as well as challenges in implementation of inclusive education in India.

Globalization

Globalization is a tricky term that is being overused in current literature. However, the term is relatively recent in scholarly research, became widespread in academic discourse only in the 1980's. From then to now, globalization has enthused many interpretations, definitions highlighting the politico-economic, cultural and technological aspects of the process. An earliest definition of globalization was given by professor Roland Robertson as "the understanding of the world and the increased perception of the world as a whole" (Cuterela, 2012). Robertson pointed the occurrence of globalization as a part of modernity process (Doshi, 2009). Today,globalization discourse in everyday speech lies in various phenomena such as growing domination of the west (USA), economic, political and cultural issues expressed in terms of Americanization or Westernization.

Globalization has gained momentum from the last two decades of the 20th century. Globalization and its underlying structures are affecting the entire

world in the contemporary era, both in complex and contradictory ways. Researchers while explaining the relationship of different aspects of globalization have emphasized on~~the~~ diverse tendencies led by the process in their theories. According to Manual Castells (year), the development of information and communication technology has(mixture of Past and Present tense) created a space for global economy by creating networks of synchronous communication and trade of information. Anthony Giddens (year) likewise has observed the essence of globalization in "time-space distanciation":"intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa". The rise of global culture led to the emergence of the concept of "relativism", as people began to identity their societies with that of larger groups developing global national identity. Irrespective of global standard of values and behaviour (follow British English only), ethnocentrism and xenophobia is also seen as a part of such global comparison (Jackson, 2018).

Today globalization is highly understood from three perspectives: cultural, economic and technological. While attempting to analyse the cultural and identity formation of globalization, ArjunApadurai(year: page numbers) says, "Popular imaginations are created within the context of a globally embedded everyday life".Appadurai, however, is interested in the Global Now-a new political and theoretical imagination to make sense of the almost ubiquitous effects of globalization on people`s lives. Instead of having desire of the past, he stressed on the emergence of new spaces characterized by mobility and difference. He puts forward a typology of five "global cultural flows" in order to explain the interaction between practices, people, resources and ideologies. He calls them, ethnoscapes, mediascapes, technoscapes, financescapes and ideoscapes(Fielder, 2002).

On the contrary, George Ritzer(there has been frequent mixture of tenses) worked on the other aspect of globalization which he called as'McDonaldization', to refer to the problematic elements that so called global culture has put forward (Ritzer, 1993). He declared McDonald`s as a symbol of modernity. He is of the view that the proliferation of McDonald`s fast food restaurants, credit card around the world increases the efficacy in productionand consumption practices.This global culture is seen negatively by international scholars as it gives priority to quantity over quality, technology and control over culture and creativity, which led them to consider it the product of elite culture in totality(Jackson, 2018). Similarly, Ulrich Beck (year) said, risks are being produced due to technological and economic aspects of globalization. In other words, the risks also become globalized. Risks attack both that produce them and the ones who get profit from them. Beck calls this the "boomerang effect" of globalization (Ritzer, 2011). For him, the knowledge and risks are directional proportional. Social relationships emphasized the risk and therefore risks have been globalized.

Globalization has far reaching consequences. Globalization has an intrinsic effect upon the education system of any country. As a foundation for socio economic and human development, education is believed to be a driving force used to sensitize the negative consequences of globalization. Stronquist makes a similar point in relation to moral aspect of globalization. He says educational access with quality is an important aspect of the globalization discourse where quality is defined as "an educational content that enables students to obtain the knowledge they require for the construction of an equitable social and economic world"(Stronquist, 2005: page numbers). Adopting the objectives of globalization, policy makers and practitioners are able to reform the school system. Educational reform represents the transformation of education in terms of course and content, teaching-learning methods, collaboration, provision of support, guidance of pupilsand assessment. Indeed, globalization as a contemporary discourse represents an agent that shapes the education system in one particular line.

Globalization and Education

Globalization and education are highly interrelated. Globalization has had a constant impact upon the institution of education. It brings an advocacy in education as a fundamental right that has to be manifested in similar ways in every community. Among the concern for other discourses, it brings education as a prevailing discourse that has a lifelong attitude for change and progress with regard to content as well as established aims. The emergence of international organisations like UNESCO, World Bank, UNICEF recognise education as instrumental in supporting peace and preserve the cultural diversity among nations. UNESCO in his developmental plan regards the discourse of education as a global human right and promotes the transnational distribution of educational resources as a mechanism for measuring the educational achievement among nations (Jackson, 2018). Education is also thought by some scholars to be the major aspect that define our social positions. Schools are considered to be the part of community. Stromquist (2002) argues that:

> *"The time for protagonistic roles has passed. Their work will be more effective in alliance with other groups of civil society, establishing bridges that go beyond school and community, reflecting and planning with organized groups in other areas of our contemporary world, not only within the confines of the nation-state but also in venues of transnational action."(Stromquist, 2002) (full stop should come after reference)*

The globalization of the educational system has been explained in different sociological perspectives. According to functionalists, the impact of globalization on education created new trends in education and stimulated new demands and desires according to the demands of both students and educators. This positively reflected upon the convergence of academic levels,

curriculum and assessment, standardization in education. This has made movement of education across societies more readily feasible. With this, education can enhance its diversity, to achieve employability, to increase its specialization and to promote research centersworldwide.(Jackson, 2018). From the Marxist viewpoint, the idea is to increase(??) the inequalities between education and economy which in turn reflects functional to the capitalist production and cultures. Firstly, education made division among children in maintaining the stratification of labour within the labour process. Secondly, education limits expectation and confines and fragments outlooks into countless specialist skills that block the attainment of bigger life picture (Holsinger & Jacob, 2008). Thus, with the growing concern for capitalist society, educational institutions are reacting accordingly. Institutions are becoming more market oriented. There is more competition and privatization of education.

Globalization as a contemporary conditionis seen as an instrument that clearly shapes education around the globe. Today, comparative education remains the focus of global studies on education that resembles in many aspects such as: curriculum, assessment and pedagogy, transferring educational and teaching credentials, developing teacher-students relationship, good life and more(Jackson, 2018). The concern of globalization on education creates challenges as well as opportunities. Globalization on education underlined the need for development of technology and communication. With this, people get more access to the internet, open online courses, open access online encyclopedias. Cogburn also observed that, globalization is breaking the boundaries of time and space by encouraging an idea of experimenting the potential of communication and information technologies for effective learning and teaching (Cogburn, 2000). As the rise of global society is driven by technology and communication, information based societies are on track to connect students with like minded scholars throughout the globe.

The spread of education as a result of globalization had profound effects on cultural system of all societies.With the global concern of comparative education, schoolsbecome the transmitters of modern culture. Globalization tends to redefine the identities of individuals because it stretches boundaries of time and space across cultures(Carnoy, 1999 p. 76). Internalization of education gradually spreads capitalism resulting in the global formation of capitalist society. With the advent of global capitalist culture, there is an open dialogue of competition between educators with a focus on creating funds rather than make available sufficient education for students. The internationalization of education has become one of the basic themes of globalization stressing the need amoung educators to respond to a new set of challenges and opportunities (Chinnammai, 2005).

On the contrarary, globalization is potentially creating challenges for developing as well developed countries. Globalization in education has created large differences in learning opportunities as a reason of global inequ6ality.

The proposed benefits of online learning and interconnectivity prompted by information technology as a promise of globalization for enhancing education seems unequal(Jackson, 2018). Moreover, globalization has created a new avenues on education system by putting extra pressure to create "winners" who are ready to fight in the battle for the survival of the fittest (Anand, 2015). As the information society is characterized by knowledge and information yet there is inequality in access of internet. Online courses are seen as the utilization of elite class, resulting in technological gap between have`s and have not`s. As part of an international appeal, a campaign has been created in order to mind a common global language (English), common curriculum, global Distance Learning Network, teaching-learning pedagogy and global culture as a consequence of globalization of education. As part of the risks of globalization, diversity among the learner become ubiquitous. Factions among students in most universities are obvious on the basis of ethnicity, gender, religion, etc. therefore, there is a growing inconsistency in education which is seen as the major challenge associated with globalization upon the educational system of the contemporary world.

Globalization Discourse and Inclusion

Globalization as a process of change has been observed to touch all the aspects of contemporary social life. Not only economic, political and cultural dimensions are seen to be affected but it has made a profound influence on various aspects of contemporary education across national borders. The advancement of communication technology in 21th century has penetrated the knowledge from developed to developing world and made inclusion as a positive response towards diversity. With the advent of globalization discourse, a consciousness is brought out about the replacement of old content and forms of schooling with new features of teaching organization. As Carnoy and Rhoten (2002) wrote, there is a need to assess a possible connection between globalization, ideology, education reforms and their impact on schooling:

> *"In assessing globalization's true relationship to educational change, we need to know howglobalization and its ideological packaging affect the overall delivery of schooling, fromtransnational paradigms, to national policies, to local practices"*(Zajda, 2018).

Globalization aims at the educational reform by adopting the policy of transformation of education. This inexorable transformation brought on by globalization imparts the policy of inclusive education as an intensive approach to the provision of services for disabled children. Inclusive education as a discourse has filled a gap in the context of addressing the failure of educational achievement of the majority of a country's population. On the other hand, it can offer a political space for contesting the broader program of social injustice (Armstrong, Spandagou, & Armstrong, 2008).

Inclusive education is an inevitable aspect of social inclusion. It is also the strategy and philosophy of education which enables everybody regardless of differences, to have rights to participate in society(Bouillet, 2009). It forsees development of children, appreciates diversities among the learners and accepts that all children can be educated in a common curriculum to their maximum potential. It requires increasing capacity of regular schools inorder to respond to greater diversity (Julka, 2001). From a broader stand point, inclusive education is a comparative education, a permanent and unique educational policy(Milenovic, 2011).

Inclusive education as a progressive educational agenda is promoted by many international policy frameworks of the 21th century. Among them, UN Convention on the Rights of Persons With Disabilities is the most significant convention who address disability from social model.In the area of education, Article 24 of the convention state that:

> *"States Parties recognize the right of persons with disabilities to education. With aview to realizing this right without discrimination and on the basis of equalopportunity, States Parties shall ensure an inclusive education system at all levelsand lifelong learning."*(UnitedNations, 2006: p.16)

The UN Standard Rules for the Equalization of Opportunities ensure the persons with disabilities as the member of society. Rule 6 of the UN Standard Rules for person with disabilities talks about educational opportunities of persons with disabilities. It states that:

> *"States should recognise the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, inintegrated settings. They should ensure that the education of persons withdisabilities is an integral part of the educational system."* (UN, 1993: Rule 6)

The Salamanca Statement recognizes the uniqueness of each child and declared education as a fundamental right of all, irrespective of physical, social and linguistic conditions. It states that: "inclusion and participation areessential to human dignity and to the exercise and enjoyment of human rights" (UNESCO, 1994). The statement is also supported by a Framework of Action ensuring a child centered pedagogy in schools in order to attain successful education for children. To cater the differences, the statement is guided by the principle of accommodation of all children irrespective of their conditions of existence. Following the vision of this statement, the government representatives have been asked to improve theirsystem of education by adopting laws and policies which support the principle of inclusion.

> *"Regular schools with this inclusive orientation are the most effective means ofcombating discriminatory attitudes, creating welcoming*

communities, building aninclusive society and achieving education for all; moreover, they provide aneffective education to the majority of children and improve the efficiency andultimately the cost effectiveness of the entire education system."(UNESCO, 1994: p. 3)

However, inclusive education does not represent a complete bearing as the other policy considerations are opposite in practice. For example, the rule 6 of the United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities accepted the idea that special schools may be considered as just where ordinary schools have not been able to adequate properly (United Nations, 1993). This owes an inclination for the allocation of educational services on the basis of type and severity of disability.

The issue of funding has a greater importance for the provision of programme implementation of inclusive education. Tention has been raised both in developing as well as developed countries on recognizing the possible provision of education on the basis of fund allocation. World Bank argued in favor of inclusive education as the cost for meeting the educational needs of children with learning difficulties in segregated special schools will be huge and expensive for all developing countries (Lynch, 1994). On the other hand, the cost effectiveness of inclusive education is on debate. with the increase of privatization of education, there is a risk of "cost cutting" in areas categorized as essential for educational access for all (UNISCO, 2005). Therefore, the discourse of inclusive education as a consequence of global educational policies do not operate in a uniform way. The consequences of globalization on inclusive education are paradoxical like inclusion-exclusion, homogenization-heterogenization, equal-unequal, segregation-desegregation etc. We now turn towards the competing policy frameworks that address the issue of inclusive education in india.

Globalization and Educational Reforms in India

Globalization according to Ampuja (2015) is now the "most important keyword" that has affected the entire world in the contemporary era. The process of globalization, according to many scholars is an expression of the capitalist ideology. The era of globalization was associated with the `Neo-liberal economic policies` and ` technocratic solutions to economic reforms` (Zajda, 2018, p. 2). These neo-liberal policies covers a wide spectra of economic, political and social tendencies reflecting on the `life chances` of people globally. On the other hand, the informational dimension of globalization with the advancement of Information Communication Technology stressed the need for the formation of educational reforms.

In India, neo liberalism goes by the name "economic reforms". These reforms of 1990`s were seen to emphasise their role on market, international competition and withdrawal of government interference on economic activity

(Panchanukhi, 2000). However, these reforms did not only integrate the indian economy with the global but also touched many other sectors, including service sector like education (Waheed, 2012). Along with these political and economic changes as a consequence of "policy reforms", constitution of India through its 86[th]Amendment in 2002 made elementary education as a fundamental right through Article 21A, which states that, "The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine" (GOI, 2007). Furthermore, economic reforms along with the constitutional guarantee for education have stressed critically towards the role of state in fulfilling the promise of neo-liberal economic policies. At the same time, school reform at all levels was made as an initiative, which in fact changes the schooling system while making possible integration of students with disabilities with their non disabled peers. A significant place is given to inclusive education which represents an attitude of accepting that, "all children can be educated in a common school to their maximum potential"(Julka, 2001). By the 1980`s, government of India under globalization program have introduced number of policies/schemes and national initiatives that emphasize the movement of integrated education in India. This is done through Five Year plans, Ministry of Human Resource Development (MHRD), Ministry of Social Welfare, national conferences, constitutional amendments, University Grants Commission and schemes and policies of Government of India.

The 1960s

Before independence, the provincial government took some interest in educating children with disabilities by granting little grants to schools which run for the welfare of these children (Alur, 2002b). It was after independence that government of India inoder to achieve the goal of universalization of primary education took various initiatives and measures to cater the need of educating people with disabilities in mainstream schools. The first attempt to improve education system of India by integrating children with disabilities was initiated by Kothari Commission (1966) under the chairmanship of Mr. P.S Kothari. Apart from several recommendations made by commission to improve educational system in India, the commission also touched the education of children with disabilities. It also made recommendations to extend the educational facilities for blind, deaf, orthopedically challenged and mentally challenged (Pandey, 2006). As part of its targets, 15 percent education for the blind, the deaf and orthopedically handicapped and 5 percent for mentally retarded was set to be achieved by 1986 (Puri & Abraham, 2004). Above all, education of children with disabilities was seen as a part of mainstream education.

The 1970s

Integration as a way forward in the direction of mainstreaming the

students with disabilities in India gained prominence since 1970. National Policy for children was formulated in 1974 which gave a push towards the direction of educating students with disabilities in regular schools. Moved with this policy, Integrated Child Development Programme (ICDS) was implemented in 1974, under Fifth Five Year Plan, which links directly to primary health care services such as decrease in infant mortality, hygiene education to mothers. Preschool education to children aged three to six is yet another important activity of ICDS programme that further impacted upon the education of the disabled in India. Subsequently, District Primary Education Programme attempted to renew the primary education system of India. DPEP focuses on different aspects like school effectiveness, alternative schooling, teacher-trainingand removing appropriate aids. However, with respect to education of children with disabilities, the envisaged objectives of DPEP were hardly seen to take into account the socially backward children and children with disabilities as they are not able to get education in mainstream schools (Digumarthi, 2012).

In 1974, government of India under Ministry of Welfare draws an attention of state government by launching a comprehensive Integrated Education for the Disabled Child (ICDS) towards integrating children with disabilities into the regular classrooms. The IEDC program was revised in 1981 and later in 1992 allowing 100 percent assistance to schools involved in the "integration of students with disabilities". Under this mega scheme, over 15000 schools in 26 states and Union Territories covering 65,000 children with disabilities are educated in mainstream schools (Fernandes, 2010). The overall aim of the programme is to provide educational services for children with disabilities and develop a self-confidence among them inorder to bring them into mainstream of society. The major initiatives from the government to cater under the programme include identification of disability in children, providing teaching and learning materials, provision of special teacher and infrastructure aids, resource room and transport. However, the educational progress accomplished by the scheme did not completely meet the needs of disabled children as the attitude of the non disabled remains a major barrier in the integration of children with disabilities. Desai (1990) says, this is possible only when the attitudes and thinking of the non-disabled towards disabled get revised:

> *"The more service and visible the deformity is, the greater is the fear of contagion, hence the attitudes of aversion and segregation towards the crippled"*(Desai, 1990)

The 1980s

With the notion of taking into account the education and educational development of children with disabilities, government ofIndia in 1986 formulated the National Policy on education which articulated a concern for integration, mainstreaming and inclusion of students with disabilities. The policy was

reformed in 1992 with a phrase "education for the handicapped" as an explicit concern. It stressed the need to integrate the children with disabilities (physical/mental) inthe generalcommunity on equal matters inorder to prepare them for normal growth anddevelop a potential to represent the diverse needs of the society they live. As a result, the policy measured that, "whenever feasible, education of children with locomoter handicap and other mild handicaps will be common with that of other" (NEP, 1986). The National Policy on Education also stressed that those children whose need could not be met in regular schools are to be enrolled in special schools. As soon as they acquired a reasonable level of daily living, communication and basic academic skills they will be integrated into regular schools (NEP, 1986). In 1990, India became a signatory to the United Nations World Declaration on "Education for All" which acted as a catalyst for the promotion of already set processes in the country.

The 1990s

The Rehabilitation Council of India Act 1992 has prescribed minimum standards of education uniformly in the field of rehabilitation throughout the country. Its main objective was to introduce training programmes for rehabilitation professionals dealing with the needs of persons with disabilities.

With the support from the World Bank,the government of India launched DPEP in 1994. DPEP is converging with IEDC in the process of representing a uniform placement of students with disabilities in regular education settings. It is a holistic approach towards universalization of primary education and reduces disparities among social groups. It focuses on in-service training of general teachers, school effectiveness, learning aids, assessment and individual educational plans. Since its commencement, the programme spread over 176 districts in 15 states (UNICEF, 2003).Quality improvement is the comerstone of DPEP. It envisaged to renew teaching-learning materials, curriculum, academic support and capacity building for all children including children with disabilities. Under DPEP, an advisory resource group providing technical and academic support for integrated education was formed both at state and national level (Das & Shah 2014).

In contrast to Rehabilitation Council of India, Plan of Action spurred in the same year that reemphasized the provision of integrating children with disabilities by stating that, "those children who may be enrolled in a special school for the acquisition of daily living skills plus curriculum skills, communication skills and basic academic skills should be subsequently integrated in regular schools" (Dasgupta, 2002). Under POA (1992), a commitment is made for all basic education project to beadhere on the principle of integration which include informal education and teacher education (MHRD, 1994).

It was in the last decade of the millennium, the education for children

with disabilities was provided legislative support. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act of 1995 ensures that all children with disabilities have access to a "free and appropriate" education upto the age of 18 years. Chapter V of the Act proclaims the full participation and equality of people with disabilities in regular schools. Concurrently, the local bodies, NGO`s and all others are made responsible for integration of children with disabilities in regular schools and establishing open schools and non formal education with an aim of facilitating education for disabled children(Das & Shah, 2014). For the first time emphasis was made for the inclusion of students with disabilities into regular schools in Indian legislation. It also laid emphasis on teacher training programs, curriculum adaptation materials, reformation of examination system and research (Dasgupta, 2002).

In 1999, government of India under Ministry of Social Justice and Empowerment set up "National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities" Act for the economic rehabilitation of people with disabilities. This Act further strengthened the Persons with Disability Act of 1995 in bringing positive changes towards the attitude of provisions led by government for students with multiple disabilities. Moreover, government of India in its Ninth Five Year Plan took a further interest in promoting integrated education by allocating funds to state sponsored schools (Das & Shah, 2014).

The 2000s

In the last decade, the advent of various initiatives towards integrating people with disabilities has further strengthened movement of inclusion in India. Moved with the inclusion policies of the last decade, government of India further spurred various provisions, schemes and legislations to reinforce inclusion programs. These include: SarvaSikshaAbhiyan (MHRD. 2000), The Action Plan for Inclusion in education of children with disabilities (MSJE, 2005), National Policy for Persons with Disabilities (MSJE, 2006) and Inclusive Education of theDisabled at Secondary Stage (MHRD, 2009).

SarvaShikshaAbhiyan is a flagship program adopted to universalize elementary education all over the country. The idea is to ensure free and compulsory education to all children between the age group of 6 – 14 years. With a premise of "zero rejection policy", the programme ensures both state and central governments to participate in provision of inclusion of children with disabilities in regular schools. SSA envisages the strong community participation, decentralization of institutional structures inorder to make schools more accountable. Under this scheme, fund disbursal towards assistive devices, learning materials and anything that goes under the purview of inclusion of educational services, learning aids and tools, mobility assistance, support services etc goes towards the education of students with disabilities.

These include open learning system of education which include Open schools, alternative schooling, distance education, special schools, Comminity Based Rehabilitation (CBR) and vocational education (Das & Shah, 2014).

The National Action Plan for inclusion in education of children and youth with disabilities is another flagship programme quietly emphasized by the government of India to promote inclusion of children with disabilities in regular school settings. The plan usually promotes a shift from integration to inclusion. Under the existing IEDC scheme, children with disabilities are inaptly covered in regular schools as schools are lagging to accommodate and support diverse needs of children, the existing IECYD in contrast aptly accommodates physical infrastructures and teaching methodologies by providing inclusion services for students with disabilities (Kohama, 2012). Pertaining to issues of teaching, IECYD focused on the need of incorporating training on inclusion concepts in their preservice teacher training program.

The National Policy for Persons with Disabilities is recognized as the mega initiative that specifically touched the education of persons with disabilities. This policy comes under Ministry of Social Justice and Empowerment but resembles with the 2005 Action Plan in both of its ideologies as well as integration. Under the policy, the creation of District Disability and Rehabilitation Centers (DDRC) became the bridge to reduce the gap between rural and urban areas. It focuses mainly on early detention and intervention, counseling and medical rehabilitation, education of persons with disabilities, use of rightful material, development of rehabilitation professionals, serving women with disabilities, barrier free environment, social security, research (Das & Shah, 2014)

Opportunities

The efforts of globalization seem unavoidable to many countries, as the aim is to develop their societies by the opportunities it creates. Educational opportunities for people in general and children with disabilities in particular are sequel to global education policies. As mentioned, global education policies are creating opportunities for sharing knowledge, technology and social values, and promoting development at content and forms of schooling. As mentioned above, transformation and restructuring of education. Schools are becoming learned centeredwhere diversity is much evident than of weakness. With the changing school organisation and application of new teaching technologies, integration in the worldyknowledge serves to reinforce existing inequalities. Subsequently, it changes the educational policy and practice, status of pupils and teachers with education (Milenovic, 2011).

Inclusive education as an attempt to address the educational inequalities of children with special needs got universalized after 90's. In India, as per the data of organizational surveys, possibilities to articulate the concern for

inclusion of children with disabilities in regular schools increased after the launch of NPE in 1986. Furthermore, with the premise of "zero rejection policy" proposed by SSA in 2001, universalization of elementary education become the norm all over the country. In contrast to progressive policies and programs led to address the issue of educational exclusion of people with disabilities ranging from primary to secondary level, educational opportunities remained conceptually non uniform. Moved with the issue of cost effectiveness government organizations are adding NGO's and private players that lead to privatization of inclusive education which may inturn lead to decrease the educational access of person with disabilities in areas that are essential for educational access for all.

Challenges

In a sharp contrast to "global educational policies" promise of promoting equitable education the recent studies reflect few gaps and challenges to the education of children with disabilities. Development in special education and more recently inclusive education in India is in its infancy as it depends mostly on the aid from diverse partners in developed countries. With this issue of cost effectiveness of inclusive education in India, it gets privatized which in turn affect the educational access of marginalized groups like SC`s, ST`s and persons with disabilities.

It is evident that educational opportunities are expanding positively since the implementation of "global educational policies" in India, but the unique problems in the development of inclusive education in India are poverty, lack of resources and social backwardness (Das & Shah, 2014). Globalization is characterized by the "survival of fittest". World Bank reported that in India subsistence takes precedence to education resulted in the complete restriction of educational opportunities to the vast majority of children and children with disabilities. The impact of globalization on education is characterized by the penetration of "first world" knowledge into the developing world. This led to the demand for internationally acceptable policy regulations. The government of India always remains fragile in fund disbursal for the resources needed in implementing inclusive education programs in India. Another important challenge that needs to be addressed inorder to implement inclusive education in India is the confrontation between different sectors of operations. Therefore, policy makers need to upgrade the educational services and restructure the schooling system inorder to address these challenges properly to make inclusive education a sustainable reality to all children with disabilities in India.

Conclusion

Inclusive education as an objective of globalization results as a spontaneous process worldwide. In India, global education policies indicated inclusive education as an inevitable aspect of social inclusion resulting in the

overall access towards education regardless of any identity to enjoy equal rights to participate in the society. However, the philosophy of inclusive education in India is on the junction. On one hand, the government of India through "global education policies" promised to enable children with disabilities to develop their potentials by making inclusion as an objective of education. While on the other, the rhetoric of inclusion is experienced by it ironically, as facing the unique challenges that limits its successful implementation. The emphasis is led only to improve the quality of education both in private or public. Theoretical researches indicated that the challenges are more serious than opportunities. Educational reforms need to aim for change of the schooling system with replacement of the old and application of new methods and pedagogy, providing children with diverse ability to realize their potential in society irrespective of caste, religion, gender and disability. Policy practitioners need to cooperate with private donors and NGO`s in order to address these challenges appropriately. Moreover, research on inclusive education in India is also a need of the hour, conducted to address the underdevelopment of inclusion policies while looking back towards the radical objectives of the inclusion movement.

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