



## TARGET GROUPS IN INCLUSIVE EDUCATION: TRIBAL GIRLS OF SAMBA DISTRICT

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### ABSTRACT

Inclusive education means that all students, regardless of their strengths and weaknesses, become a natural part of the mainstream school community. When a child with special needs is brought to the main stream school and the school makes necessary adaptations according to the needs of a particular child it is called inclusive education. In India the last decade have been made significant advances towards promoting inclusive education in their national legislation i.e. Rehabilitation Council of India Act (1992), the Person with Disability Act (Equal opportunities, protection of rights and Full participation, 1995) and National Trust Act (1999). The other policies and programmes are Mental Health Act 1987, Operation Blackboard (1987), The National policy on Education (1986) and the Programme of Action (1992), The National curriculum framework for school Education (NCERT, 2000), Project integrated Education for the Disabled (PIED), District Primary Education Programme (DPEP), Sarva shiksha Abhiyan (SSA), Restructuring and Reorganisation of Teacher Education (1987), Minimum levels of learning (1991). National programmes for nutritional support to Primary Education (1995). But still there are certain target groups like children with special needs, working children, undocumented children/refugees, rural children, children in armed conflict situations and disasters areas, poor children, ethnic minorities groups, girls (especially from rural/ ethnic minorities) which needs inclusive education. The objective of this paper is to through light on literacy rate, the enrollment and retention rate, supportive services, teaching strategies for tribal girls at primary level of Samba District.

**Keywords-** Inclusive education, Tribal girls, Primary education, Literacy rate and Enrollment rate.

### INTRODUCTION

Education is the base for equality, empowerment and development. By keeping in view the importance of education, our constitution emphasized on right to education and equality of educational opportunities. But still there are number of children and youth are deprived of this opportunity where as inclusive education a education system that values all children- to devise a classroom that welcomes provides all children irrespective of disability , community background, sexuality, ethnic background, etc. Inclusive education is a flexible and individualized support system and is provided in regular schools, committed to an appropriate education for all.

Inclusive education recognized and responds to the diversity of the children's need and abilities- including differences in their ways and pace of learning. According to Stainback (1992) inclusion facilitates integration in school systems when general and special education personnel, as well as curriculum and instructional procedures, are combined to provide educational experiences to meet the needs of the students in an integrated setup. Inclusive education means all learners young people with or without disabilities being able to learn together in ordinary pre-school provisions, schools and community educational settings with appropriate network of support services (MHRD, 2003). The importance of inclusive education cannot be overlooked. Inclusive education is part of a wider strategy to promote an inclusive society and is treated as a dynamic process that is constantly evolving.

### **IMPORTANCE OF INCLUSIVE EDUCATION**

1. It responds to the diversity of students and acknowledges that all children can learn. It helps to break the cycle of poverty and exclusion.
2. It positively affects both their school and community to appreciate diversity and inclusion on a broader level.
3. It involves their parents **in** their education and in the activities of their local schools. In this way, it fosters a school culture of respect and belonging.
4. It enables education structures, systems and different methodologies to meet the needs of all children's. It stresses to improve the quality of education for all. In this way it can help to overcome discrimination.
5. It works on individual goals while participating in the life of the classroom with other students of their age.
6. It is part of a wider strategy to promote an inclusive society and is treated as a dynamic process that is constantly evolving.

### **INCLUSIVE APPROACH**

The trend, at present, is to educate all children with inclusive approach. How is the new inclusive approach different from the old traditional approach? In following ways the inclusive approach is different from traditional one i.e.

- Education for all
- Flexible
- Individualized teaching
- Learning in integrated settings
- Emphasis on learning
- Child centered
- Holistic
- Equalization of opportunities for all
- Curricular view
- Planning is made on ability

### **RATIONALIZATION OF INCLUSIVE EDUCATION-EDUCATIONAL PERSPECTIVES**

In our society we have people from different cultural, religious, and ethnic background. Our people must accept, respect, and appreciate each other's

backgrounds. So it is important that our children must be educated accordingly right from their primary education level. For this, we need schools that promote wider social acceptance, peace and cooperation. Inclusive school includes everyone-irrespective of talent, socio-economic background, disability or cultural origin-in supportive mainstream schools and classrooms where the needs of all students are met. By educating all children together, children with disabilities have the opportunity to prepare for life in the community, teachers improve their professional skills, and society makes the conscious decision to operate according to the social value of equality. The justification of inclusive education can be discussed in terms of benefit to students, teachers and society.

Researchers have repeatedly shown the tremendous benefits that children gain from socialization with their peers during the school years. Children learn many academic skills as well as daily life, communication, and social skills (Cullinan, Sabornie, and Crossland 1992) through sustained interactions with their peers.

Inclusive education has also benefits to teachers. The fate of schools in our evolving society is changing and teachers must acquire new skills in working with students who are academically and socially disadvantaged. In this transformation of the teaching profession, teachers have the opportunity to develop their professional skills in an atmosphere of collegiality, collaboration, and peer support. In inclusive education, teachers have the opportunity to plan and conduct the business of education as a part of team. Whereas inclusive schools allow collaboration and consultations among teachers and this provides psychological support to them. Inclusive schooling provides opportunity to teachers to participate in decision making and shaping the daily life of the school. "Teachers are empowered by elevating their status, keeping themselves informed their fields and ensuring that they participate in decision making"(Sindelar, Griffin, Smith and Watanabe, (1992).

The most important reason for inclusive schooling is the social value of equality because our society is in a critical phase of evolving from industrial to informational and from national to international , it is important that we avoid the mistakes of the past. We need schools that promote wider social acceptance, peace, cooperation (Dash, 2006).

### **INITIATIVES TOWARD INCLUSIVE EDUCATION IN INDIA**

The government of India has taken several initiatives towards making the education inclusive under the internal human rights norms and standards. The first national policy on education, 1968 recommended free and compulsory elementary education and equalization of educational opportunities especially for girls and children belonging to SCs and STs. Some of the legislative and policy initiatives taken by the government of India for promoting inclusive education are given below in brief

1. Legislative initiatives – Government made several efforts for making education inclusive to all the deprived groups such as women, SC, ST,OBC, minorities , person with disabilities , who were always excluded from the mainstream of education.
  - a) Constitutional provisions for making education inclusive-

The 86<sup>th</sup> constitutional amendment act 2002 make education a fundamental right for children in the age group of 6-14 years by stating “ the state shall provide free and compulsory education to all children of the age of 6- 14 years in such manner as the state may, by law, determine”.

Article 45 (part iv) as a directive principle of the state policy stated that ,”the state shall endeavor to provide , within a period of 10 years from the commencement of this constitution for free and compulsory education for all children until they complete the age of 14 years.

Article 46 of the directive principle of state policy, “the state shall promote with special care the educational and economic interest of the weaker sections of the people and, in particular, of the SC and the ST and shall protect them from social injustice and all form of exploitation.

1. Available acts for making education inclusive
2. Policy initiatives
- a) Inclusive education policy for SCs/STs

The government of India has made several efforts to making education more inclusive for SCs/STs groups. Educational development always remained the priority issue under the government agenda but the goal of inclusive education still not achieved. Although, the government has taken, some specific measure for making education more inclusive, are such as follows:

- By developing educational infrastructure in the high density populated area of SCs/STs ;
- To provide reservation in school admission ;
- Monetary support to promote education in SCs/STs groups ;
- By providing remedial coaching for SCs/STs to improve their educational capacities and skills ;
- By providing facilities to SCs/STs students.

b) Inclusive education policy for girls

The government of India has made several affords to make educational access more easy to girls and women. The chapter entitled “Education for women’s Equality” states that, “education will be used as an agent of basic change in the status of women. Apart from it several scholarship, hostel and reservation policies are also available for women to making or promoting education inclusive (NPE, 1986).

Some fellowship schemes for girls are as follows:

- Post Graduate Indira Gandhi Scholarship Scheme For Single Child ;
- Post Doctoral Fellowship for Women candidates.

**TRIBALS IN JAMMU AND KASHMIR**

Jammu & Kashmir is one of the states of India in Northern side. The total population of J&K is 1, 25, 41, 302 (Census 2011). It is divided into three regions : Jammu province with 10 districts (53,50,811), Kashmir province with 10 districts (69,07,623) and Ladakh province with 2 districts (2,90,492). Majority of the people belongs to Muslim religion (68.31%) followed by Hindu (28.44%), Sikh (1.87%) and Buddhist

(0.90%). According to the Scheduled Tribes Amendment Act, 1991- there are 12 tribes in J&K which are Bakarwal, Balti, Beda, Bot/Boto, Brokpa/Drokpa/Dard/Shin, Changpa, Gaddi, Garra, Gujjar, Mon, Purigpa and Sippi. The state of Jammu and Kashmir is inhabited by different communities, some settled, quite a few nomadic. According to the 2011 Census, total population of J &K is 1,25,41,302 out of which ST population is 14,93,299 i.e. 11.9% of total population.

### **TRIBAL GIRLS IN SAMBA DISTRICT AND THEIR EDUCATIONAL STATUS**

Many planned efforts for tribal girls has been started, educational facilities were provided in all tribal areas like free primary education, still we could not make it compulsory in real sense. Tribal girls who have good grasping powers and intellectual capacities could not be attracted to the schools, and those who were attracted did not continue, resulting in dropouts. No doubt the enrollment rate of tribal girls has been increased but records show that dropouts are more in case of girls as compared to boys. The most important reason behind that the parents of the tribal children are mostly illiterate. They are not giving much importance to girl's education. They enrolled them into the schools up-to 3<sup>rd</sup> to 4<sup>th</sup> standard. But after that they left the schools at very early age. They engaged their girls in sibling care, house hold chores, domestication of animals, cattle rearing etc.

While within a region, the nature and extent of drop-out varies from village to village, within a village it varies from group to group. It depends upon factors such as a) the condition of the school; b) children's grade, age, gender and c) parents' occupation, income, level of education, socio-cultural identity and other factors.

Samba is a newly district, created in 2006. Earlier it was a part of Jammu and Kathua. Total population of Samba district is 3,18,898 comprising 2.54 per cent of J&K population(Census 2011). Samba ranks 15th in terms of population among all districts of state. Sex ratio of females per 1,000 males works out to 886. The majority of people of Samba district lives in villages and mostly depends on agriculture and cattle rearing. Maximum population of the district are belongs to Hindu followed by Sikh and it has only **two tribal communities i.e. Gujjars and Bakkarwals**. Scheduled tribe's population is 17,573 i.e. 5.51% of the total population of the district. The number of females per 1,000 males in scheduled tribes is 913 in Samba district. The Literacy rate of Samba district is 82.5 %. The total no. of primary schools in Samba district is 284.The total enrollment of ST girls in Samba district at primary level is 6086 (45.6%).

In 2014-2015, the enrollment rate of ST girls of Samba district at primary level is 44.0 % whereas in the year 2015-2016, the enrollment rate of ST girls of Samba district at primary level is 45.6%. The figure shows that there is little increase in enrollment rate among tribal girls of Samba district but many girls still not even get admitted in primary schools due to their engagement in house hold duties, work related to domestic animals etc.

### **SUGGESTIONS TO BRING INCLUSIVENESS**

Few suggestions to bring inclusiveness in the education system and in the society are

1. To identify various factors leading to success or failure of the drive towards enrollment and retention of children with diverse needs in mainstream educational settings.
2. There is a need to create more sensitivity in society and to raise the awareness of parents of tribal girls about their rights and potential.
3. In tribal areas, the curricular goals not are forms rigidly, it should be student friendly and context oriented.
4. The schemes like MNREGA, PMRY etc. should be more encouraged that the poor parents may be able to send their wards for proper education.
5. Instructions to the student should be provided in local language and step should be taken to provide locally relevant material to tribal students.
6. Facilitate free and compulsory elementary education for children with diverse needs in the age group of 6-14 in mainstream education setting.
7. There is a need of proper accountability mechanisms to check the policy implementation. Some kind of legal enforcement mechanisms need to be created.
8. The local bodies like Panchayat, Gram Shiksha Samiti, NGO's and other authority structure at block, district and cluster level need to be responsible for the effective implementation of inclusive education.
9. If we really want to achieve the goal of universal primary education then it can achieve only by translating and applying the norms and standards of international human rights framework for education in national policies and programmes. All the educational schemes and programmes under educational policy should be implemented with the goal of promoting inclusive education.

### **CONCLUSION**

Inclusion is the value system which holds that all students are entitled to equitable access to learning and pursuit of excellence in all aspects of their education. All children and young people of the country, with or without disability have right to education. The aim of inclusive education is to eliminate exclusion and provides an education system to all children irrespective of disability, community background, sexuality, ethnic background, etc. Inclusive education is a flexible and individualized support system and is provided in regular schools, committed to an appropriate education for all. Inclusions benefits target groups to, by bringing them a wealth of knowledge, talent and skills that might otherwise remain untouched. For better inclusion of target group, our school and society should be physically and psychologically with barrier free environments, locally relevant material and trained teachers to meet the requirement of the needs of these children. Inclusive education thus needs to be implemented with full vigor to fulfill the mandate of 'education for all' as guaranteed by the Fundamental Right to Education declared by 86<sup>th</sup> Constitutional Amendment Act in 2002 and enacted as a law in the year 2009.

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