

A Review of Inclusive Education Reforms in the Subcontinent: Similar Agenda, Diverse Strategies

Ramandeep¹ and Dr. Jagdish Babulal Rathod²

Research Scholar, Department of Education¹

Professor, Department of Education²

Sunrise University, Alwar, Rajasthan, India

Abstract: *In response to a global movement, inclusive education has surfaced as a means of doing away with prejudice, injustice, and inequality in the educational system. The governments of developing nations, especially those in the subcontinent, have been actively pushed by UN agencies like UNESCO and UNICEF to increase educational access via inclusive education. The nations of Bangladesh, India, and Pakistan have reacted favorably to the demand for inclusive education. However, the theological views, linguistic backgrounds, cultural customs, and socioeconomic conditions of the three nations differ. The response patterns of these nations distinctly demonstrate the contextual variations in establishing the objectives and plans of action for putting inclusive education into practice. In Bangladesh, the emphasis of inclusion tends to move to disadvantaged children, whereas in India and Pakistan, the concentration seems to be on children with disabilities. Furthermore, on August 20, 2005, India unveiled its first Action Plan for the Inclusive Education of Children and Youth with Disabilities. Bangladesh updated its National Education Policy in 2010 to include inclusive education elements after five years. Although Pakistan included the idea of inclusive education in its National Policy for Persons with Disabilities in 2002, the Ministry of Education was not familiar with it. Examining the Subcontinent's educational reforms to increase children with disabilities' access to schooling was the study's primary goal. The study is qualitative in nature, and in addition to empirical research, policy and legislative texts were also reviewed using a descriptive analytical technique. This research looked at the underlying presumptions that influence inclusive education methods in the subcontinent today.*

Keywords: Access to schools, marginalization of children with disabilities, inclusive education, and inequality