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E.MBA, LL.M, PH.D, PGDSAPM

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BBA. LL.B. (Hons.) (Amity University, Rajasthan); LL. M. (UPES, Dehradun) (Nottingham Trent University, UK); PH.D. Candidate (G.D. Goenka University)

Subhrajit did his LL.M. in Sports Law, from Nottingham Trent University of United Kingdoms, with international scholarship provided by university; he has also completed another LL.M. in Energy Law from University of Petroleum and Energy Studies, India. He did his B.B.A.LL.B. (Hons.) focussing on International Trade Law.

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WHITE BLACK LEGAL is an open access, peer-reviewed and refereed journal provide dedicated to express views on topical legal issues, thereby generating a cross current of ideas on emerging matters. This platform shall also ignite the initiative and desire of young law students to contribute in the field of law. The erudite response of legal luminaries shall be solicited to enable readers to explore challenges that lie before law makers, lawyers and the society at large, in the event of the ever changing social, economic and technological scenario.

With this thought, we hereby present to you

ROLE OF GLOBALISATION IN INCLUSIVE EDUCATION

AUTHORED BY - BHARGAVI DAS[1] & PROF. RAJA MOHAN RAO[2]

Abstract

It was in June 1994, when the Salamanca Statement for the first time paved the way for the approach towards Inclusive Education (IE) in the World Conference on Special Needs Education, held in Salamanca, Spain. The change in education system that came along with this endorsement was closely related with the process of globalization; which has a positive as well as negative impact on all the spheres of life including the economy, technology, politics, the media, culture, education and the environment. Even though globalization can be seen as bringing about many positive changes and development in the societies, it has also been accompanied with increasing inequality and adverse consequences in the domain of education, health and employment especially for the marginalized sections of the society. The present study largely deals with the understanding and analysing the role of globalization in inclusive education of the Children with Disabilities (CwD) who are considered to be one of the most vulnerable and marginalized sections of the society. The study is based on both primary and secondary data and it gives a clear picture about the positive as well as negative aspects of globalization on inclusive education of the CwD. On the basis of the research findings suggestions are also given to overcome the lacunae in educating the CwD in an inclusive setting and providing them quality education. Thus, it is hoped that this study will act as a source of reference for future initiatives to be taken up in this field for implementing suitable policy measures for social inclusion of the CwD in order to attain overall social development of the state.

Keywords: Inclusive Education (IE), Children with Disability (CwD) Globalization

[1]Ms.Bhargavi Das (Ph.D. Research Scholar),University of Hyderabad,Gachibowli, Hyderabad-500046, Telangana, India

[2]Prof. K. Raja Mohan Rao, Professor, Centre for the Study of Social Exclusion and Inclusive Policy, University of Hyderabad,Gachibowli, Hyderabad- 500046, Telangana

Introduction

World Health Organization (WHO) reports that with a count of around 15% of total world's population, Persons with Disability (PwD) are the largest marginalized group in the world. In other words, it can be estimated that nearly 1 billion people in the world live with one or the other kind of disability. The number of disabled population is considerably higher in developing countries as compared to the developed ones. These sections of population are generally excluded from the mainstream society when it comes to their education, employment, rehabilitation, health care etc.

As per Census 2011, in India, out of the 121 Crore population, about 2.68 Crore persons are 'disabled' which is 2.21% of the total population out of whom the highest number is found in the age group of 10-19 years. This age is basically considered to be the major part of one's life in attending the educational institution. Education is an inherent right for every child irrespective of their caste, class, status, religion etc. Article 26 of the Universal Declaration of Human Rights (UDHR) enumerates that everyone has the right to education and it shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. Since 1948 many international covenants and treaties have enumerated the provision of right to education in it. Article 13 of the International Covenant on Economic, Social and Cultural Rights (ICESCR) outlines the responsibility of states to recognize, respect, and uphold the right to education for everyone. Article 28 of Convention on the Rights of the Child (CRC) provides that all children should have a right to free primary education. UNESCO Convention against Discrimination in Education, the International Covenant on the Elimination of All Forms of Racial Discrimination, the Convention on the Elimination of All Forms of Discrimination against Women, the Convention on the Protection of the Rights of All Migrant Workers and Members of their Families, and the Convention on the Rights of Persons with Disabilities are some of the major international covenants on right to education. Article 45 of the Indian constitution also affirms free and compulsory education for all children until they complete the age of fourteen years.

Though there are numerous national and international policies and programs for educating a child, but when it comes to education of a PwD, it becomes a very challenging task for the parents, schools as well as the teachers. It was in June 1994, when the Salamanca Statement for the first time paved the way for the approach towards inclusive education in the World

Conference on Special Needs Education, held in Salamanca, Spain. . It put forward the concept of 'inclusion' as:

every child has unique characteristics, interests, abilities and learning needs, education system should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs, regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.(source: http://www.unesco.org/education/pdf/SALAMA_E.PD, retrieved on june9, 2018)

Till then these large section of school going children with disability (CwD) were mostly segregated in the special schools, with no or insignificant contact with the 'normal schooling' or with their 'normal peers'. The statement was endorsed by 92 governments and 25 key international organisations who were working towards the principle of 'school for all' with special attention to the CwD.

This was the adjacent period when the process of globalization started in India. Since the early 90's the Indian government started the policy of Liberalisation, Privatisation and Globalisation (LPG). The Indian Society has witnessed a drastic change after the globalization along with urbanization brought in a huge change in the different domains of life (Naidu, 2006). At the most broad level, globalization refers to the interaction and interconnectedness among the people from all over the globe, free flow of goods, services, information as well as technologies. This in turn leads to people adapting to the changes around them. Globalization simply doesn't relate to political or economical agreements among the governments but also signifies that everyone is a part of the global system (Shaikh and Ahmed, 2017).

What is inclusive education?

"IE is concerned with removing all barriers to learning, and with participation of all learners vulnerable to exclusion and marginalization. It is a strategic approach designed to facilitate learning success for all children. It addresses the common goals of decreasing and overcoming all exclusion from human rights to education, at least at the elementary level, and enhancing access, participation and learning success in quality basic education for all. (Source: Education for All 2000 Bulletin, UNESCO, No.32, 1998).

Though with the onset of globalization, the schools in the Indian set up also began to develop an inclusive schooling, the outcomes were bound to differ in developing countries from their

developed counterparts.

Role of Globalization in Inclusive Education

There have been considerable changes in the field of education globally as well as in India before the evolution of the concept of IE. In the Third wave (Toffler, 1983, as cited in *Milenovic, 2011)* mentioned about three different waves of civilization i.e. First wave-pre-industrial stage, second wave- industrial age and the third wave-the post-industrial age. The role of the teachers and students changed continuously in each of these stages. In the second wave the teachers were mainly the producers and the students were considered to be the raw materials. The duty of the teachers was mainly to give lectures and instructions to the students so that they can be ready for future competition and be a responsible citizen. This model was considered to be a factory model where teachers' job was mainly to produce the products (students). But in the third stage it changed into the concept of *community learning* where the community consists of the teachers, students, parents, management and all others who shared the same goal and objective-*'learning'*. The learning process in this stage involved development of the critical thinking abilities, problem solving as well as providing a quality education to the students.

There are no nooks and corners in the society left untouched by the impact of globalization. Globalization has radically transformed the world in every aspect.The process of this globalised world has both positive and negative outcome on different spheres of life. Education is one such domain which is extensively impacted by the process of globalization. India being still a developing country, globalisation has both positive and negative implications on the practice of inclusive education.

Globalisation helped the international curricula to reach the Indian schools which helped the students to opt for different curricula available for them. It also eased the availability of various teaching aids required for the CwD in inclusive schools. Global education upgrades the capacity of students to get toevaluate, embrace and apply information to think freely to practice suitable judgment and to work together with others to comprehend new circumstances. Moreover it creates an expanded amount of experimentally and in fact prepared people.

The potential fallback of globalization IE can be the increased technological gapsand digital divides between advanced countries and less developed countries. Since the early 90's, there

has been a mushrooming of schooling which claims to be inclusive only on the paper and not really in practice. Globalisation has led to the privatization of schools which has eventually increased the burden of educational expenses for the parents of CwD.

Thus this paper tries to consider the opinions and attitudes of the teachers and parents of CwD about the role of globalization on inclusive education.

Methodological research concept

This paper is an attempt to study inclusive education as one of the consequences of globalization.

Aim of the research is to understand the parents attitudes and opinions on inclusive education as a consequence of globalization.

The objective of the research is to define whether there is a statistic difference in attitudes and opinions of the parents of the CwD on inclusive education as a consequence of globalization.

Population is composed of parents of the CwD in the territory of the City of Guwahati during May and June 2018 when the research was conducted. A sample of 126 respondents was covered by the research. Among them 35% were the parents of Visually impaired (VI), 50% represented the hearing and speech impaired children, 9% were the parents of children with intellectual disability (ID) and 6% represented the children who had locomotors disability.

For the data collection a five point Likert scale was applied where the respondent mainly had to respondto 10 claims; choosing the options i.e. a) strongly disagree, b) disagree c) neutral, d) agree and e) strongly agree. Microsoft excel is used for data analysis.

Analysis and discussion

Table 1: Data analysis of the six point likert scale

Claims	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Total respondents
Inclusive education is a	0	1	24	47	28	**100%**

consequence of globalization					
Inclusive education is needed for a global education	0	0	36	55	9	**100%**
Inclusive education always has a positive outcome	0	8	18	72	2	**100%**
Globalization has improved the quality of education	1	10	4	81	4	**100%**
Globalisation has brought educational reforms	2	7	2	72	17	**100%**
Globalization has made education an expensive task	1	2	23	11	63	**100%**
Inclusive education is needed for a holistic development	0	2	23	71	4	**100%**
CwD are included in normal schools irrespective of any disability	36	20	9	31	4	**100%**
Globalisation has led to	2	17	0	60	21	**100%**

exclusion of CwD from Normal schools					
Inclusive education is a need of the modern society	0	1	10	87	2	**100%**

Source: Field data

Note: Figures in parenthesis refer to percentage

Table 1 shows the data analysis of the responses of the respondents obtained from five point likert scale.

28% and 47% of the respondents strongly agreed and agreed respectively that IE is a consequence of globalization. 24% gave a neutral answer whereas only 1% of the respondents disagreed to the claim. M

36% of the respondents were neutral on the claim that IE is needed for a global education. 55% and 9% of respondents agreed and strongly agreed to the claim respectively. It was noted that no respondents disagreed.

The claim that IE always has a positive outcome was agreed by a large section of the respondents with 72%. Only 2% of them strongly agreed to it. 18% were neutral and only 8% of them disagreed to the claim.

A majority of the respondents (81%) agreed that globalisation has improved the quality of education. Whereas 4% strongly agreed and were also neutral to this. 10% and 1% of the respondents disagreed and strongly disagreed to the claim respectively 72 % and 17% of the respondents agreed and strongly agreed that globalization has brought educational reforms. Whereas 2% of them where neutral and also strongly disagreed to it. 7% of the respondents disagreed.

A greater part of the respondents with 63% and 11% strongly agreed and agreed to the claim that globalization has made education an expensive task for the parents of CwD. 23% were

neutral to this claim and only 1% and 2% strongly disagreed and disagreed to it respectively.

The claim that IE is needed for a holistic development was agreed to by 71% of the respondents, 4% strongly agreed, 23% were neutral and 2 % disagreed to it.

A considerable fraction of the respondents strongly disagreed and disagreed to the claim that CwD are included in normal schools irrespective of any disability with 36% and 20% respectively. Whereas it is also contrasting that 31% and 4% of respondents respectively agreed and strongly agreed to this. 9% were neutral to this claim.

A majority of the respondents with 60% and 21% respectively agreed and strongly agreed that globalization has led to exclusion of CwD from normal schools. Nobody gave a neutral answer to this. But 17% and 2% of the respondents disagreed and strongly disagreed respectively to this claim.

87% of the respondents agreed to the claim that IE is a need of the modern society. 2% strongly agreed, 10% were neutral and only 1% disagreed to it.

As a result it can be seen that though there are difference in the opinions and attitudes of the parents of the CwD regarding the role of globalization in inclusive education it can also be noted that there were few claims where the majority of them had similar views an opinions.

Conclusion and Suggestions

From the data collected and literature reviewed for this study it can be stated that though globalization has impacted the lives of all the living beings in the planet through one or the other way it wouldn't be wrong to judge that globalization has both positive and negative outcome. A development for one may not be a development for the other. Whereas it might be on the cost of others' destruction or exclusion. Level of inclusion and the quality of education of the CwD also are bound to be at variance from the developed to developing nations.

In India, the concept as well as the practice of inclusive education is considered to be consequence of globalisation which is very much needed for opening the doors for global education. Though IE is considered to have a positive outcome in learning but many at times

it couldn't be afforded by the parents for educating a CwD becomes an expensive as well as challenging task. Despite the fact that globalization brought many educational reforms with it but still CwD find it difficult to get included in a normal school setting and often face social exclusion.

However as education is an inherent right of all the children and they must be provided with a quality education without any discrimination, the following suggestion are made to make inclusive education more productive and eliminate the negative consequences of globalization on IE:

a) Information and communication technology (ICT) should be used to the fullest extent for the proper inclusion of the CwD in a normal school setting.

b) Government should look into the schools' fee structures and make it affordable for all the sections of the society.

c) Exclusion or discrimination of the CwD in any form in the school should be strictly looked after by the government.

d) The school should make available all the teaching aids required for different types of disability in their schools for better inclusion of the children.

e) The school managements should review their policies from time to time as with the changing time there kight be required changes in the policies.

f) Interaction and student exchange with foreign universities should be encouraged by the government among the CwD.

To conclude, the empiric research has indicated that IE is an inevitable aspect of social inclusion which enables the CwD regardless of their differences to enjoy their right to education, develop their potential to the fullest extent and furthermore that has been one of the various consequences of globalization seen as a goal and unconstrained overall procedure, covering a wide scope of economic, political and social spheres in today's world.

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