

Empowering Teachers for Inclusive Education under RTE ACT 2009

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Abstract—The Right to Education (RTE) Act, 2009, ensures free and compulsory education to children belongs to age group of 6-14 years in India. Inclusive education is key element of the RTE framework, which emphasizes equal learning opportunities for child regardless of their social, economic, physical, or intellectual diversities. This Act emphasizes inclusive education as a fundamental right, ensuring that every child, regardless of background or ability, has access to quality schooling. Empowering teachers is central to achieving this goal. This involves equipping educators with the skills, knowledge, and attitudes necessary to address diverse learning needs within the classroom. Through targeted training, sensitization programs, and ongoing professional development, teachers can foster an inclusive environment that promotes equity and participation for all students. Strengthening teachers' capacity not only enhances classroom practices but also transforms schools into spaces of social justice and opportunity, fulfilling the true spirit of the RTE Act.

Index Terms—RTE, Inclusive Education, Special children, Capacity building programme,

I. INTRODUCTION

India is developing nation and if we look behind in the history, we find a gap between education and human rights. Education was not available for every section of Indian society however it was restricted to royal families or specific castes during the Vedic era. The story got a remarkable changed in British Period they opened closed gate of education for rest of sections of Indian society as it was available during the Buddhist era of education in ancient India. The role of social reformer and father of Indian constitution Dr. B. R. Ambedkar is pioneer in education and social reform particularly for women, untouchables and economically backward section of India. It was much needed that education must be as fundamental right of human being in future India.

II. BACKGROUND AND BASE OF RTE

As chairman of the drafting committee of Indian Constitution Dr. B.R. Ambedkar introduced the provision of free and compulsory education in form of Article 45 (Directive Principles). States obligation restricted it to become fundamental right in 1950. Article 45 of Indian Constitution is directed the state to provide free and compulsory education for children up to the age of 14 years within the 10 years of the commencement of the Constitution.

Year 1993 is remarkable as in a case of Unnikrishnan vs State of Andhra Pradesh the supreme court of India ruled that education is fundamental right under article 21 (Right of Life) with 86th constitutional Amendment Act, 2002 inserted Article 21 A, Making Free and Compulsory education for children of aged 6-14 years as fundamental right. Right of children to Free and Compulsory Education Act (RTE) was passed by parliament in August 2009 and came in effect on 1st. April 2010.

III. KEY FEATURES OF RTE ACT 2009

In India RTE Act 2009 has following features:

1. Free and compulsory education for every child between 6-14 years in a neighborhood school.
2. 25% reservation of seats for children from weaker sections and disadvantaged groups in private schools.
3. No denial of admission due to lack of age proof or late admission.
4. Prohibition of physical punishment, no screening for admission, no capitation fee charged by schools, no private tuition by school teachers, no running of unrecognized schools.
5. Norms and standards for schools including- fixed pupil teacher ration that is 25:1 in primary classes and 35:1 in upper primary classes, proper

facilities of infrastructure such as classrooms, toilets, drinking, water, library, playground etc.

6. Teachers related provisions including minimum qualification for teachers and trained teachers, prohibition on deployment of teachers for non educational purposes (except for disaster relief, census and elections)
7. Focuses on disadvantaged groups including special children and students from SC, ST Marginalized sections.
8. Monitoring of grievance and redressal related with students.
9. Special training for out of school children to bring them back to schools.
10. Child centered curriculum for students with no detention policy.

IV. CONCEPT OF INCLUSIVE EDUCATION

Inclusive Education is a practice of integrating all students, including students with special needs into the main stream of education system. It aims to ensure that all students are treated fairly and have equal opportunities to learn and succeed.

V. NEED OF EMPOWERING TEACHERS FOR INCLUSIVE EDUCATION

Empowering teachers for inclusive education is essential to creating an equitable and supporting learning environment for all students, including those with diverse abilities, backgrounds and learning needs.

It is needed under following points

1. Understanding Diverse Needs:

Inclusive education involves catering to students with different abilities, including those with disabilities, learning difficulties, or from marginalized communities. Empowered teachers are better equipped with knowledge, skills, and strategies to address these diverse needs.

2. Effective Differentiated Instruction:

Teachers need to design and deliver lessons that cater to a variety of learning styles and paces. Empowerment through training and resources enables them to use innovative and adaptable teaching methods.

3. Promoting Equity and Inclusion: Teachers empowered with inclusive practices can

challenge biases, stereotypes, and discriminatory behaviors in classrooms, fostering a culture of respect and equity among students.

4. **Building Confidence and Competence:** Professional development and capacity-building programs help teachers feel confident and competent in implementing inclusive strategies, enhancing the overall quality of education.
5. **Collaboration and Advocacy:** Empowered teachers can collaborate with parents, specialists, and communities to advocate for resources and policies that support inclusive education.
6. **Addressing Barriers to Learning:** Teachers need to identify and mitigate barriers such as inaccessible curricula, social stigma, or lack of resources that hinder students' participation and success.
7. **Improving Student Outcomes:** Research shows that when teachers are well-prepared and supported, students in inclusive settings perform better academically and socially.
8. **Creating Role Models:** Teachers who embrace and promote inclusivity inspire students to respect diversity, fostering a more inclusive society in the long term. In essence, empowering teachers is foundational to the success of inclusive education because it ensures that they have the tools, mindset, and support necessary to meet the needs of every student effectively.

VI. HOW TO EMPOWER TEACHERS FOR INCLUSIVE EDUCATION?

Teachers plays crucial role in making inclusive education in reality. Here's the ways that how Teachers can be Empowered for inclusive education effectively.

1. Professional Development and Training

A. Specialized Training: Pre service and in service courses

Mandatory training is required for teacher trainees and working teachers to go through an interactive session or interaction with children with special needs and equip them with knowledge and skills to address diverse learning needs, such as understanding disabilities, gender sensitivity, and cultural diversity.

B. Capacity Building Programs: Conduct workshops on inclusive teaching methodologies,

Universal Design for Learning (UDL), and Individualized Education Programs (IEPs).

- C. Continuous Learning: Provide access to online courses, certifications, and resources to help teachers stay updated on best practices.
2. Resources and Infrastructure Support
 - A. Assistive Technologies: Supply tools like hearing aids, screen readers, and other devices for students with disabilities.
 - B. Inclusive Teaching Materials: Ensure availability of multi-sensory and adaptable learning materials.
 - C. Accessible Classrooms: Modify school infrastructure to accommodate children with disabilities, such as ramps, tactile paths, and accessible toilets.
3. Policy and Administrative Support
 - A. Ensure teachers know RTE mandates, RPWD Act 2016 (Rights of Persons with Disabilities), and National Education Policy (NEP) 2020 recommendations.
 - B. Clear Guidelines: Provide teachers with a comprehensive framework on inclusive practices under RTE.
 - C. Clear Guidelines: Provide teachers with a comprehensive framework on inclusive practices under RTE.
 - D. Recognition and Rewards: Recognize teachers who excel in promoting inclusivity to motivate others.
4. Community Engagement and Collaboration
 - A. Parental Involvement: Engage parents and caregivers in the learning process to create a supportive ecosystem for children.
 - B. Collaboration with Specialists: Work with special educators, counselors, and therapists to support students with additional needs.
 - C. Awareness Campaigns: Conduct community outreach to promote acceptance and understanding of inclusive education.
 - D. Encourage peer learning and buddy systems among students.

VII. PROMOTING INCLUSIVE PRACTICES IN THE CLASSROOMS

- A. Differentiated Instruction: Tailor teaching strategies to cater to individual learning styles and abilities.

- B. Peer Learning: Encourage cooperative learning and peer mentoring to foster empathy and collaboration among students.
- C. Regular Assessment: Use diverse assessment methods to evaluate learning outcomes effectively.
- D. Create a healthy and friendly environment: In classrooms it is duty of teachers to create healthy and friendly environment for students with special needs it will boost confidence of students and treat them always as other normal students are present in class.

VIII. MONITORING AND FEEDBACK

- A. Data-Driven Approach: Track the progress of inclusive education through regular evaluations and feedback mechanisms.
- B. Teacher Feedback: Create platforms for teachers to share challenges and suggest improvements in policies and practices.

IX. CONCLUSION

Inclusive education envisions a learning environment where every child, irrespective of background, ability, or circumstance, grows and learns together with adequate support. It emphasizes equity, dignity, and social justice at the heart of the education system. The Right to Education (RTE) Act, 2009, supports this vision by mandating free and compulsory education for all children aged 6 to 14 years, breaking down barriers of poverty, disability, caste, and gender. Together, RTE and inclusive education form the foundation for a fair and accessible educational landscape. Yet, to fully achieve this goal, there must be ongoing efforts to enhance teacher preparation, infrastructure, curriculum flexibility, and community engagement, ensuring that inclusive education becomes a reality for every child.

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