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CENTRE FOR DISTANCE EDUCATION

Mangalagangothri - 574 199

COURSE - 11

INCLUSIVE EDUCATION

BLOCKS 1 & 2

B.Ed. DEGREE PROGRAMME

(OPEN AND DISTANCE LEARNING)

FIRST YEAR B.Ed.

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Developed by :
The Director,
Centre for Distance Education, Mangalore University,
Mangalagangothri 574 199, Karnataka.

Course Co-ordinator:
Dr. Chidananda A.L., B.Ed. (ODL) Programme,
Centre for Distance Education,
Mangalore University, Mangalagangothri 574 199, Karnataka.

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Prepared by :
Dr. M. Savitha Pande

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Course - 11

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The Registrar
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Publisher

Dr. M. Savitha Pande : Block - 1& 2

Course Writer

Dr. Shashikala A.
Advisor
B.Ed.(ODL) Programme
Centre for Distance Education
Mangalore University, Mangalagangothri - 574 199
Mangalore, Karnataka.

Course Scrutinizer

Dr. Chidananda A. L.
Ms. Lami M.C.

Assistant Course Editors

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INCLUSIVE EDUCATION
Overview

The objective of this course is to bring about an understanding of the 'cultures, policies and practices' that need to be addressed in order to create an inclusive school. With this intention the course has explored the definition of 'disability' and 'inclusion' within an educational framework so as to identify the dominating threads that contribute to the psychosocial construct of disability and identity.

The National Policy of Education, Article 4.9 stated that 'the objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.' Shortly thereafter the UN Convention on the Rights of the Child (UNESCO, 1989) and the United Nations Convention on the Rights of Persons with Disabilities (UNESCO, 2006) brought inclusion into the discourse, with a focus on the advantages not just to those with disability but also to the 'others', viewing inclusion as a 'dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning.' However, the RTE Act (GOI, 2009) states that 'the appropriate Government and local authorities shall endeavour to promote the integration of students with disabilities in the normal schools' (Article 26), while the Sarva Shiksha Abhiyan Framework for Implementation under RTE recommends that quality inclusive education will be ensured and the 'ultimate aim would be to mainstream all CWSN in neighbourhood schools' (GOI, 2011). This shifting approach in state documents, on 'integration' or 'mainstreaming' into 'normal' schools, has resulted in some confusion about the nature of education proposed for children with special needs. Keeping this in mind, the present course has given opportunities for students to interrogate their own beliefs and also of school teachers, and clarify the required concepts and their implications.

The course significantly highlights some important issues in inclusive education : a) The conviction that all children can learn and grow; b) A firm belief in positive and varied outcomes; c) A pedagogy that is ever evolving and constantly responding to the changing needs of learners; d) An assessment policy that assesses skills and knowledge rather than content and that is open to a variety of assessment methods and time frames; e) An environment that functions with the support and active participation of all - children, parents, community, teachers, administrators and policy makers.

In order to achieve the course objectives, inputs are presented under two blocks. In the first block, the concepts of disability and inclusion, Paradigm Shifts from

Segregation to Inclusion, Policy perspectives, Initiatives to promote Inclusive Education, National focus on Inclusive education, Provisions, facilities for children with disabilities are discussed. The second block tries to give an in-depth picture of children with special needs. The concept of children with special needs, Children with different types of disabilities, their identification and needs, issues and challenges of girls with disabilities, importance of considering disability as diversity, curricular issues, adaptations and modifications, and assessment of the performance of the disabled have been discussed.Inclusion is the need of the day. Prepare yourself for this situation through this course.

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Block 1: Understanding Inclusion in Education

Unit -1: Introduction : Concept and Importance of Inclusion.

Unit Structure

1.1.1 Learning Objectives

1.1.2 Introduction

1.1.3. Learning Points and Learning Activities

1.1.3.1. Meaning and Concept of Inclusion
Check your Progress -1

1.1.3.2. Importance of Inclusion
Check your Progress -2

1.1.4. Let Us Summarise

1.1.5. Answer to Check Your Progress - 1 and 2'

1.1.6. Unit - end Exercises

1.1.7. References

1.1.1. Learning Objectives :

After going through this Unit, the student teachers will be able to

- Explain the meaning of Inclusion;
- Analyse the concept of Inclusion;
- Define the term 'Inclusion'; and
- Explain the importance of Inclusion.

1.1.2 Introduction :

As We all know that Education is not only a fundamental right, but has also been declared as one of the human rights. This clearly means that every child has the basic right to education. Obviously, each and every child should get admitted to the school. After the child gets

admitted to the school, who has to take care of imparting education to the child? Yes, you are right. It is the teacher who has to shoulder this responsibility. We as teachers know that each and every child is unique and so, the education we impart should be meaningful. You know that each child is unique. Can you identify few areas of uniqueness?

1.
2.
3.
4.
5.

I think you have rightly pointed out the areas. Physical, Psychological, Intellectual, Emotional, Social and so on. Children exhibit varied characteristics, interests, abilities, aptitude, attitudes, and learning needs. Though the teacher thinks and assumes that it is a homogeneous group of learners, in fact is a heterogeneous group. We consider the group as a heterogeneous based on their uniqueness. Then the big question for teachers is, how to consider their diversified needs. The solution is Inclusive Education.

Efforts are made in defining inclusive education by identifying the characteristics of various inclusive learners and of inclusive classrooms, innovative teaching- learning strategies, and by adapting various assessment practices. Though inclusive education as an educational practice has taken roots in the country, there still appears to be misunderstanding about the concept of inclusive education, the need and importance of inclusive education in schools, and in the ways of implementing this practice as a school - wide programme. With right to education becoming a fundamental right, the need to create an inclusive educational environment and implementing inclusive educational practices have become mandatory on the part of the various stakeholders of education.

As estimated, 40 million of the 115 million children who are enrolled in schools have one or the other form of disability. A vast majority of these children have moderate impairments that are often not visible. They may have difficulties, which may be physical, cognitive, sensory, and emotional in nature. In fact, these moderate level disabilities become the single most important factor for their dropping out from schools.

In this unit, you are going to study the concept and meaning of Inclusive Education as well as the need or importance of this practice in the contemporary system of education.

In this unit you are going to study about the concept and meaning of Inclusive Education as well as the need or importance of this practice in contemporary system of education.

1.1.3. Learning Points and Learning Activities

1.1.3.1. Meaning and Concept of Inclusion

Inclusion is the action or state of including or of being included within a group or structure. It also means the act of including someone or something as part of a group, list, etc. There is a lot of debate and discussions regarding the meaning of the term 'Inclusion' in Education. For some it means, "Mainstreaming" students. Under the concept of mainstreaming, students with disabilities are taught in resource programmes until their academic skills increase to the same, or very nearly the same level as their same-age peers in regular classrooms. Students with disabilities will then be "mainstreamed" into the general education setting. Thus, the emphasis is on changing the child to better fit the "regular" system of education.

On the other hand, the concept of inclusion places emphasis on changing the system, rather than the child. This has two aspects: Legal and Philosophical. Legally, according to the People with Disability Act (PWD), 1992, students with disabilities are to be educated in the "least restrictive environment". To many professionals, parents, advocates, and consumers this means the general classroom. Philosophically there is a movement towards a more inclusive society that does not separate and segregate individuals based on differences that are often misunderstood. If we accept inclusion, then our schools must mirror this inclusive diverse society.

Inclusion is both a process for and outcome of understanding, acceptance, and valuing of differences among today's school children and youth. It is potentially both a process and an outcome for achieving social justice and equity in our society.

To address inclusion, we must move beyond the rhetoric and the debate of moral, legal, and philosophical issues. Regardless of whether these issues are settled or not, we must accept the fact that inclusion is here. It is a fact of life in our public schools and will remain so in the decades to come. No matter whose point of view ultimately prevails, it is fair to say that there will be dramatic changes over the next few years in how and especially where, we educate students with disabilities.

After knowing the meaning of inclusion, now let us understand the concept of inclusion in the field of education. The concept of inclusion was conceived in 1948 with the declaration adopted by the UN General Assembly on the "International Bill of Rights", which recognising that all human beings are born free and equal in dignity and rights. This declaration fundamentally seeks to deal with the issue of discrimination at all levels in every facet of society.

Inclusion is the acceptance of all people, regardless of their differences. It is about appreciating people for who they are and their competences, rather than how they walk, talk or even behave. Inclusion also allows people to value the differences in each other by appreciating that each person is unique in his/her own creativity.

Theoretically, inclusion is the creation of an enabling environment that provides for the acceptance of children with and without disabilities to play and interact every day without any prejudices whatsoever, even if these children are receiving therapeutic services.

The basic feature of uniqueness in human life stems from the essential factors of growth and development in an individual, which happen at one's own rate and as a consequence of the biological limits of growth. Therefore, all individuals have an identity and a personality that is special and exclusive. This brings us to the understanding that individual differences determine the limits to development. No wonder, since no two individuals are alike, and each shows remarkable variations in physical, intellectual, and behavioural abilities.

The conceptual analysis forms of education in the past like special education and integrated education are as old as the history of education, where special schools catered to the needs of a specific group or disability and formed a distinct segregation in their manner of functioning. With a need to promote equal opportunities for its members to develop to their fullest capacities without discrimination and within a democratic system of governance emerged the concept of integrated education. It prepared the stage for inclusive education as a precondition for it to grow and bloom as it laid the foundation for bringing children with disabilities into regular classrooms. The change in the process of mainstreaming emerged as inclusive education.

Inclusion refers to the education of all children with various disabilities and/or diversities in the overall general educational structure by adapting the complete educational system to include the school structure, infrastructure, methodology, curriculum, and classroom management.

Making the school system flexible and adopting an inclusive approach may however, prove the most challenging task of all, a task calling for deep reflection and discussion of two fundamental questions: What is the overall role of education? and What is it we want children to learn in school? It might lead to the need of reforming the school system as a whole from a traditional examination-oriented to an inclusive, child-oriented approach.

Inclusion of children with diverse needs require proper understanding of the concept of inclusive education.

And for inclusion to succeed, it must be a passion that is shared by all the stakeholders involved, including agencies, teachers, families, non-governmental organisations (NGOs), and the whole community.

The inclusion of children with diverse needs has gathered momentum in the country since 1974, in both face- to- face and distance mode learning. For example, the National Institute of Open Schooling offers courses that have the advantage of being specially adapted to the needs of every child as well as giving the child every opportunity to progress at his/ her own pace.

Inclusion in education refers to a model wherein special needs students spend most or all of their time with non-special (general education) needs students. It arises in the context of special education with an individualised education programme, and is built on the notion that it is more effective for students with special needs to have said mixed experience for them to be more successful in social interactions leading to further success in life. Inclusion rejects but still provides the use of special schools or classrooms to separate students with disabilities from students without disabilities. Schools with inclusive classrooms do not believe in separate classrooms. They do not have their own separate world so they have to learn how to operate with students, while being less focused on by teachers due to a higher student to teacher ratio.

Inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms.

What is inclusion? Where is its origin? Are there any barriers to successful inclusion, and does it pose any problem to students with learning disabilities? These are the questions educators, parents, and students need answers to. It must be asserted that, "Making inclusion work" requires that persons with disabilities (PWDs) and/or their representatives must be present at the table in all discussions concerning this very important concept.

But in order for inclusion to be of any essence, we must discuss its origin, barriers, and challenges as well as models and strategies in a manner that is dispassionate and all-inclusive.

In India, as in most other countries, the term Inclusive Education is largely interpreted as generating special facilities and provisions for the education of the 'physically and mentally challenged children'. This understanding certainly brings to focus the special needs of challenged children and the need to define and carve out special systems for such children so that they are not excluded from education that all other 'non-challenged' children get access to. However, what this argument fails to highlight upon is the plight of the large segment of children from rural, indigenous, and economically poor communities who are totally marginalised and excluded from the regular education system either because of inadequate access or inappropriate infrastructure or poor quality of curriculum and pedagogy.

Today policymakers and policy advocates both agree that in the Indian context, 'Inclusive Education' has to go beyond the Salamanca Declaration (UNESCO, 1994) to transcend the issue of disability. It must concern itself with all marginalised sections of society, viz., Dalits, tribal and indigenous people, religious and linguistic minorities, child labour, and of course, the physically and mentally disabled, and particularly the girls in each of these categories, whom the school system tends to exclude in substantial proportions.

Research has shown that Inclusive Education results in improved social development andacademic outcomes for all learners. It leads to the development of social skills and better social interactions because learners are exposed to real environment in which they have to interact with other learners each one having unique characteristics, interests and abilities. The non-disabled peers adopt positive attitudes and actions towards learners withdisabilities as a result of studying together in an inclusive classroom. Thus, InclusiveEducation lays the foundation to an inclusive society accepting, respecting, and celebrating diversity. However, globally still many countries feel the need to maintain some form of segregated provision—either special classes in regular schools or special schools. (Most frequently cited as needing segregated placement were students with emotional and behaviour problems—as schools are reporting a growing number ofproblems in this area.) Further, in most countries, Inclusive Education programming islimited, but there is a definite trend toward increased Inclusive Education.

Unless this exclusionary character of Indian education is challenged, both theoretically and in practice, by application of the principles of Inclusive Education, the Common School System will never become a reality.

Definitions of Inclusion :

There are differing views of the definition of inclusion. On the one hand, inclusion is viewed as an extension of Special Education. Other beliefs suggest that inclusion is brought from mainstream education approaches. Inclusion is occasionally seen as a blend of mainstream and special education. A 'rights-based framework' is said to underpin the ideology and practice of inclusion and is considered particularly meaningful for promoting Inclusive Education. The fundamental principle of Inclusive Education is the valuing of diversity in the community and the contribution that every person has to make.

The Action Plan for Inclusive Education of Children and Youth with Disabilities 2005 defines Inclusive Education as "In its broadest and all-encompassing meaning, inclusive education, as an approach, seeks to address the learning needs of all children,youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners, young people, with or without disabilities, being able tolearn together through access to common pre-school provisions, schools and communityeducational setting

with an appropriate network of support services. This is possible only in a flexible education system that assimilates the needs of a diverse range of learners and adapts itself to meet these needs. It aims at all stakeholders in the system (learners, parents, community, teachers, and administrators, policymakers) to be comfortable with diversity and see it as a challenge rather than a problem". However, while articulating the goals and strategies of the action plan, a clear emphasis is laid on children and youth with disabilities as defined under the Persons with Disability Act (1995) and the National Trust Act (1999).

Inclusive Education can be defined as providing education facilities suiting to the need of all as per their limitations and strengths. The participation of each child is needed for the national development since nearly 40 million children are out of reach of the education system. Inclusion as we understand is a process of educating all children in a common classroom where a teacher takes care of diverse needs of the students through adopting a suitable methodology.

I think with these few definitions, which more or less gives the same meaning for inclusion, we can understand that the success of Inclusive Education depends on several factors. There is need to provide conducive environment for the practice of Inclusive Education. All the schools need to cater to the needs of children with diverse needs regardless of their ability and disability.An inclusive classroom therefore, is not a classroom for so called abled, but rather a classroom to provide equal opportunities to all the learners by enabling the child to grow according to his/her pace and ability. With these explanations let us now know the importance of inclusion.

"Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high quality instruction, interventions, and supports that enable them to meet success in the core curriculum"

"The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities. Therefore, all students can be full participants in their classrooms and in the local school community. Much of the movement is related to legislation that students receive their education in the least restrictive environment (LRE). This means they are with their peers without disabilities to the maximum degree possible, with general education the placement of first choice for all students"

Successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include the physical, cognitive, academic, social, and emotional. This is not to say that students *never* need to spend time

out of regular education classes, because sometimes they do for a very particular purpose—for instance, for speech or occupational therapy. But the goal is this should be the exception.

The driving principle is to make all students feel welcomed, appropriately challenged, and supported in their efforts. It's also critically important the adults are supported, too. This includes the regular education teacher and the special education teacher as well as all other staff and faculty who are key stakeholders; and that *also* includes parents.

Check your progress 1

I Answer the following in brief

1. What do you mean by Inclusion?

   …….....

2. Elucidate the concept of Inclusive Education.

   …….....

3. Define Inclusion.

   …….....……..

1.1.3.2 Importance of Inclusion :

The advantages of inclusion proved by research studies have prepared proper grounds for us to continue with the practices of inclusion and achieve maximum results in relation to the education of children and youth with disabilities. The following points clarify the need and importance of Inclusive education not only in our set up but in the global scenario.

- Inclusive Education is not only important; it is inevitable if we believe in democracy. Democracy supports humanity and if humanity has to persist, diversity has to be not only accepted but respected. Hence Diversity and diverse community are valuable. These communities start at school, where all students learn to live alongside peers. They learn together; they play together, they grow and are nurtured together.
- The whole educational system should recognize the unique gifts of all children for their good and also for the welfare of the society. With the introduction and practice of Inclusive education it is not only that we are respecting the individuals

but celebrating their gifts. This appreciation transforms a classroom into a genuine community.

- There are some research bases on which Inclusive education becomes important. The most recent comprehensive review of the research was undertaken by the Alana Institute and presented in an international report entitled "*A Summary of the Evidence on Inclusive Education*" released in 2017. (in http://allmeansall.org.au/research/). According to this report there is "clear and consistent evidence that inclusive educational settings can confer substantial short and long-term benefits for students with and without disabilities. Non-disabled students can benefit academically from inclusion. Included students with disabilities academically outperform segregated students. Including students with disabilities can support improvements in teaching practice that benefit all students. For people without disabilities, the benefits of inclusion extend into the workplace. The inclusion of students with disabilities does not lead to negative consequences for typically-developing students. Teacher training can also help to ensure that inclusive programs benefit all students Inclusion can support the social and emotional development of non-disabled students. Inclusive education can also support a student's academic attainment.

- Both students with and without disabilities learn *more*. Many studies over the past three decades have found that students with disabilities have higher achievement and improved skills through inclusive education, and their peers without challenges benefit, too. For students with disabilities (SWD), this includes academic gains in literacy (reading and writing), math, and social studies—both in grades and on standardized tests, better communication skills, and improved social skills and more friendships. More time in the general classroom for SWD is also associated with fewer absences and referrals for disruptive behavior. This could be related to findings about attitude in that they have higher self-concept, they like school and their teachers more, and are more motivated around working and learning.

- For their peers without disabilities, they also show more positive attitudes in these same areas when in inclusive classrooms. They make greater academic gains in reading and math. Research shows the presence of SWD gives non-SWD new kinds of learning opportunities. One of these is when they serve as peer-coaches. By attending to how to help another student, their own performance improves. Another is that as teachers take into greater consideration their diverse students with disability, they provide instruction in a wider range

of learning modalities (visual, auditory, and kinesthetic), which benefits their regular ed students as well.

- Creativity generates through diversity. If there is no diversity there is no creativity. Hence, one can see creativity only in a diverse classroom.
- As we all know education is the most effective way to break the cycle of discrimination and poverty that children with disabilities and their families often go through. In fact, it is about every child's right to participate in education, and the school's duty to accept him/her.
- According to the Children's Act, 1998, children with disabilities have the right to be educated with their non-disabled counterparts of their own age. The Act also states that children should have access to the same general curriculum as children without disabilities.
- Inclusive Education, therefore, is when children with disabilities are placed in the same classroom environment as other children of their age who do not have disabilities. The idea is for these children to attend school in their neighbourhood with the same children whom they play with. This, it is believed, will enable these disabled children to make friends with their non-disabled counterparts and love school.
- The concept of Inclusive Education is a relatively controversial subject for many parents and educators. But the reality is that "Inclusive Education" involves modifications in philosophy, curriculum, teaching strategy, and structural organisation.
- Such modifications go beyond just affecting those students labelled as "disabled" and even far beyond the purview of what is traditionally known as special education. And each of these modifications has the potential to effect the necessary transformation and support needed by children with disabilities.
- Hence, it is essential that societies adapt their structures to ensure that all children, irrespective of age, gender, and/or disability, enjoy their basic human rights without discrimination of any sort.
- On the interpersonal level, inclusive education allows children to develop friendships with their peers and feel less bothered about their disabilities; making them show higher confidence levels than those who are isolated to different classrooms because of their disabilities.

- Inclusion furthermore brings about a blend of various skills and characteristics which are exploited by these children as they grow up together. For instance, the braille and sign language eventually become other mediums of communication for all the children, and the non-disabled children voluntarily assist their wheelchair colleagues with mobility.
- These effectively break the barriers of communication and accessibility, and also enhance group studies which inure to their collective benefits.
- Now as these kids grow into adulthood and branch into their diverse fields of endeavors, the able will learn to show compassion on their disabled counterparts and love them.
- They would also have a heightened sensitivity towards the challenges that others face, show increased empathy and improved leadership skills; necessary for national cohesion and "mutually-inclusive" development.
- Other students will learn from children with disability and it will change them for the better. The children with disability learn to deal with the world around them.
- Children normally help each other. They will not let the things go unless there is an intervention from adults. Students when learn to help their peers, will develop in them a sense of responsibility and develops a bond with others. It helps every student to develop a matured personality.
- Individuals with Disabilities Education Act (IDEA 2004)states that "..Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and (ii) be prepared to lead productive and independent adult lives….."
- Ultimately, inclusion respects diversity and honours differences.

Check your Progress -2

1. Bring out any two importance of inclusion.

……

2. What are the positive aspects of inclusiveness at the interpersonal level?

……

1.1.4. Let us Summarise

- Education is not only a Fundamental Right, but has been declared as one of the human rights.
- Inclusion is the creation of an enabling environment that provides for the acceptance of children with and without disabilities to play and interact every day without any prejudices whatsoever, even if these children are receiving therapeutic services.
- The concept of inclusion was conceived in 1948 with the declaration adopted by the UN General Assembly on the "International Bill of Rights", which recognises that all human beings are born free and equal in dignity and rights.
- This declaration fundamentally seeks to deal with the issue of discrimination at all levels in every facet of society.
- Inclusion as we understand is a process of educating all children in a common classroom, where a teacher takes care of the diverse needs of the students through adopting a suitable methodology.
- Inclusive Education can be defined as providing education facilities suiting to the need of all limitations and strengths.
- The term Inclusive Education is largely interpreted as generating special facilities and provisions for the education of the 'physically and mentally challenged children'.
- It is the responsibility of the teachers in creating inclusive classrooms, to emphasise the social atmosphere of the classroom, and take active steps to teach and model respect for differences.
- On the interpersonal level, Inclusive Education allows children to develop friendships with their peers and feel less conscious about their disabilities;

making them show higher confidence levels than those who are isolated to different classrooms because of their disabilities.

- Inclusion furthermore brings about a blend of various skills and characteristics, which can be exploited by these children as they grow up together. For instance, the Braille and sign language eventually become other mediums of communication for all ~~the~~ children, and the non-disabled children voluntarily assist their wheelchair colleagues with mobility.

1.1.5 Answer to 'Check Your Progress' - 1 and 2

Check your Progress 1: Refer to the points in the Self Learning Material.

Check your Progress 2: Refer to the points in the Self Learning Material.

1.1.6 Unit - end Exercises

1. Explain the concept and meaning of Inclusion.
2. Analyse the importance of Inclusive Education.

1.1.7. References

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Block 1: Understanding Inclusion in Education

Unit -2: History of Inclusion –Paradigm Shift from Segregation to Inclusion

Structure

1.2.1 Learning Objectives

1.2.2 Introduction

1.2.3 Learning Points and Learning Activities

1.2.3.1. History of Inclusion

Check your Progress -1

1.2.3.2. Special Education to Integrated Education.

Check your Progress -2

1.2.3.3. Integrated Education to Inclusive Education

Check your Progress -3

1.2.3.4. Challenges and Strategies of Inclusive Education

Check your Progress -4

1.2.4. Let us Summarise

1.2.5. Answers to 'Check your progress' - 1,2,3 and 4

1.2.6. Unit - end Exercises

1.2.7. References

1.2.1 Learning Objectives

After going through this Unit, the student teachers will be able to

- Narrate the history of Inclusion;
- Elucidate the meaning of Special Education;
- Define Integrated Education;
- Differentiate Special and Integrated Education;
- Analyse the difference between Integrated and Inclusive Education; and
- Discuss the paradigm shift from special education to inclusion.

1.2.2. Introduction

In the previous unit you have studied the concept, meaning, and definitions of Inclusive Education and its importance. Now in this Unit you are going to know how this concept evolved. What was the motive behind this concept? What initiated India in particular, and the world in general, to introduce this system of education? How this Inclusive System of Education has shown improvement in educating challenged children and tried to bring them under the umbrella of inclusive school and classroom. Proceeding further, you will also come to know the difference between the concepts Segregation, Integration, and Inclusion. Are you not interested in knowing the history of Inclusive Education! Yes, definitely you are very much curious and interested to know about this.

1.2.3. Learning Points and Learning Activities

1.2.3.1. History of Inclusion

In Ancient India, persons with disabilities were accepted as part of natural order and were accommodated and adjusted to the daily life activities of those times. The first school for the deaf and the blind was started in India in 1884 and 1887, respectively. Discrimination on the basis of disability is evident in the present literacy level in the case of disabled children. There is a long way to raise the level to nearly 70%, which is the national literacy level. Most of the states in India have not raised the level of literacy of persons with disabilities on par with non-disabled persons. So, literacy campaigns like Education For All is not a reality and should include disabled persons.

There are an estimated 25 million children out of school in India (MHRD 2003 statistics cited in World Bank, 2004), many of whom are marginalised by factors such as poverty, gender, disability, caste, religion, etc. Therefore, the idea of inclusive education is highly relevant to our current condition, where differences in religion, faith, gender, ethnicity, and ability are often seen as threats rather than a source of richness and diversity. Inclusive Education stands for improvement of schools in all dimensions to address the educational needs of all children. The major support for Inclusive Education came from the 1994 World Conference on Special Needs Education in Salamanca, Spain, which emphasised that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The urgency to address the needs of learners who are vulnerable to exclusion through responsive educational opportunities was also highlighted at the Dakar (Senegal) World Education Forum in April 2000, where in it was emphasised, "The key challenge is to ensure that the broad vision of education for all as an inclusive concept reflected in national government and funding agency policies. Education

for All must take account of the needs of the poor and the most disadvantage, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children young people and adults affected by conflict, HIV/AIDS, hunger and poor health and those with special learning needs".

The major support for inclusive education came from the 1994 World conference on Special Needs Education in Salamanca, Spain which emphasized that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

> *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, moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system-The Salamanca Statement and Framework of Action on Special Needs Education*

The urgency to address the needs of learners who are vulnerable to exclusion through responsive educational opportunities was also highlighted at the Dakar (Senegal) World Education Forum in April 2000 where in it was emphasized.. "The key challenge is to ensure that the broad vision of education for all as an inclusive concept reflected in national government and funding agency policies. Education for All. must take account of the needs of the poor and the most disadvantage, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children young people and adults affected by conflict, HIV/AIDS, hunger and poor health and those with special learning needs"

Do you know that the literacy rate in India increased from 18.3% in 1951 to 62.2% in 1991 and 73.45% in 2002? The country has witnessed phenomenal expansion of educational opportunities in the post independent period. But disabled children however have not benefited substantially from the growth in education facilities. Kothari commission recommended in 1964, integration of the handicapped in the regular school programs and in 1986 NCERT formulated Project Integration Education for the disabled (PIED). The principle of inclusive education was adopted at the world conference on special needs education (Salamanca, Spain 1994) and was restated at the world education forum.

Throughout the 19th century and much of the 20th, when children with disabilities received an education, it was institutionalized and segregated.

Education of the disabled children in India has its own history. Caring for "the old, the sick and the disabled" is a part of the cultural heritage of India. Exploring the roots of welfare services for persons with disabilities in India, from time immemorial, it has been the part and parcel of the cultural heritage of India to provide help and sustenance to the poor and destitute. The culture of our Nation emphasized the value of compassion, charity, philanthropy and mutual aid. The guild system, as existed in ancient India, also contributed to the promotion of such practices for the disadvantaged strata of society.

The custom of joint family and kinship provided an in-built mechanism to support such practices. According to experts in the field, basic attempts to educate students with disabilities were made in India long before in other countries. Evidences for this has been cited appropriately. The ancient "gurukul" system of education that existed in India for centuries was sensitive to the unique cultural, social, and economic needs of the students. These practices have been continued throughout the history of India.

The formal education of children with disabilities began in India in 1869 when Jane Leupot, with the support of the Church Missionary Society, started a school for "blind students" in Benares. It has also been reported that the first formal school for children with intellectual and physical disabilities was established in the eastern part of India in Kurseong in 1918.

The education of children with disabilities in segregated settings continued well after India gained independence from Great Britain in 1947, with various non-government organizations assuming increasing responsibility for their education. According to the sources, by 1966 there were 115 schools for students with a visual impairment, 70 schools for students with a hearing impairment, 25 schools for students with an orthopedic disability and 27 schools for students with an intellectual disability. It has been documented that, by 1991 there were about 1,200 special schools for students with various types of disabilities in India.

Recent years have witnessed a movement, although it seems to be sometimes slow and hesitant, but always progressive towards inclusive education for many previously segregated learners. Now, as we progress through the 21st century, the goal of universal inclusive education is potentially within our grasp, although progress has been hard won.

There has been growing concern about how best to meet the educational challenge of learner diversity. Due to social mobility, the student population in Indian schools becoming increasingly diverse, educators must respond with school reform efforts that meet the needs of all students. According to the observation of experts in the field 'the disability movement

is becoming a global force for change, with increased collaboration among disability groups, between the disability community and governments, and between the disability community and the human rights community. Education for learners with barriers to learning and development.... has experienced massive changes during the last decade in some countries, including major shifts in attitude and awareness. For example, it is no longer common to hide children with disabilities and many parents now understand the need to educate these children. These changes not only benefit and enrich the lives of children with disabilities, but also enhance the learning experiences of all children. `Interest in the performance of national education systems has never been as strong as it is at present'.

Education must be viewed as a facilitator in everyone's human development and functionality, regardless of barriers of any kind, physical or otherwise. Disability must never be a disqualifier. Adequate resources must be matched with political will, and constituent pressure maintained on governments to live up to their obligations. Ultimately however, success will be judged by the quality of basic education provided to all people with disabilities, and such judgment will be appropriately passed by them, not by donors, or even governments.

Now let us focus on how these concepts of Special Education has gradually gaining its momentum to change into Inclusive Education.

Check your progress -1

Below are given five incomplete statements. Complete them using your learning of the first part of this unit.

1. In Ancient India persons with disabilities were accepted as part of _____
2. As per MHRD 2003 statistics cited in World Bank, 2004 the estimated population of children out of school in India is _____
3. The major support for inclusive education came from the 1994 World conference on Special Needs Education in _____
4. The type of instruction in Special education is _____
5. An improvement over the segregated education is the system of _____

1.2.3.2.Special Education to Integrated Education

Before understanding different types of special education in the history of education of the disabled, it is important to know the two most common models that are being discussed in the International Development sector. They are the social model and the medical model. The medical model of disability views people with a disability as having a deficiency or impairment that needs to be "fixed." Therefore, the person with a disability is the problem, and not the inaccessible society in which that person lives. People who view disability through the medical model judge the quality of life of a person with a disability before they are born, often believing that people with disabilities will lead fewer fulfilling lives, solely on the basis that their lives will be different than people without a disability. As a result, "everything is done to help the person by trying to make them more 'normal', believing that this alone will lead to a better quality of life." The ideologies that the medical model is built upon are integral to the segregated model of education. Both see the person and their disability as the problem, and both seek to "fix" the disability, bringing the person as close to "normal" as possible. In contrast, the social model of disability doesn't find the deficiency within the person. Rather, the deficiencies, through the lens of the social model, are the limitations brought on by an inaccessible society. There are three main areas cited as areas where barriers for people with disabilities usually occur. These are the physical environment that a person lives in, so building design, the structures and rules of the society, and the services available; the attitudes of the community towards people with disabilities; and the policies and procedures of organizations. The social model, encourages the removal of these barriers within society, or the reduction of their effects, rather than trying to fix an individual's impairment or health condition. Inclusive education is built around the goals and ideologies of the social model. Education is just one of the many sections of society to which the social model applies; and "inclusion" in education means removing the barriers in the classroom and school so that students of all ability levels are included in the same lesson. Equal access to education empowers people with disabilities to be independent and contributive, helpful members of an inclusive, barrier-free society.

Based on these two models there are three basic types of Special Education, although many different models of classroom organization and teaching are available within each type.

Segregated education occurs when students with disabilities learn completely separate from their peers. Often, especially in "developing" countries, segregated education takes place in the form of special schools created specifically for the education of students with disabilities, or in completely separate classrooms for students with disabilities. Segregated education pinpoints the child as the problem in the system, the impediment to learning, and

as a result, these students will often receive a completely different curriculum and different methods of testing, rather than being taught the same curriculum as their peers. This separation in school often creates separation within other areas of life as well.It is a form of individualized educational instruction designed to meet the unique educational and related needs of students with disabilities.

Special education or special needs education is the education of students with special needs in a way that addresses the student's individual differences and needs. Special education provides learning opportunities that are not provided in standard or regular school curricula or by regular services. Special Education programmes are designed to be appropriate for the individual student. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education. Special Education includes related instructional services such as speech, physical and occupational therapy, and transportation services. This studies about individuals who have problems or special talents in thinking, seeing, hearing, speaking and socializing. In other words, it is the study of individuals who are different from average persons.

Special Education is provided for children who are mentally challenged, learning disabled, deaf-blind, orthopaedically impaired, speech impaired, hearing impaired, visually impaired, and multiple handicapped.

A major goal of special education is to enable special children to live in the most independent way possible. Its scope is very wide and it provides several types of services and training programmes from early intervention to vocational placement. Special education exists for the purpose of providing educational experiences to students who have not, or sometimes will not profit fully from the regular classroom experiences. It may include school based and home based programmers for children according to their special needs. Let us understand how this special education gave way for integrated education.

You have come across number of children with disabilities. Mention the types of disabled students, the challenges you had to face while educating them and how you tried to resolve those challenges.

Integrated Education :

Integrated Education was initially conceptualised as an alternative approach to bring all those unrelated disabled children under the umbrella of education. An improvement over the segregated education is the system of integrated education, which gained popularity in the early years of the second half of the twentieth century. This system brought the disabled children into the regular school. In the integrated set-up, children were being given special attention and curriculum, etc. according to their disability. Here, integrated education does not mean that special schools will be closed, but envisages that when the disabled children face many problems that emerge with the special schools may be tackled and the accessibility of education to disabled children would increase. Integrated Education considers abilities and disabilities in many other aspects of learning as in music, painting, and in human relationships, and not only in academic areas. Integrated Education of the 'abled' and the 'disabled' in a regular classroom system is the essential feature of a democratic system of education. Integration does indicate acceptance of the idea that institutionalising children, who are handicapped or different, should be abandoned wherever possible in favour of special classes in regular schools.

In addition, Integrated Education helps those children who are identified as being exceptional; there are children who are referred to as children at risk. They are not yet identified as having a disability. However, they are considered to have a high probability of developing a disability. Experts in the field have outlined four possible types of 'Integration' of disabled children and children with their regular peers:

1) Physical Integration: Reduction of physical distance between disabled and regular children.

2) Functional Integration: Reduction of functional distance between the two groups when they use different equipment and resources.

3) Social Integration: Reduction in social distance between the two groups; social distance implies lack of contact and the psychological feeling of being cut off. Persons with disability are socially integrated if they form part of a community and feel to be a "natural" part of the group.

4) Societal Integration: Refers to adults and signifies that persons with disability have, as adults, the same access to resources as others, the same opportunity to influence their own situation, have a productive working role, and form part of a social community with others.

The latest shift in the field of Special Education is the Integrated Education for the disabled towards their 'inclusion'.

Integrated education is similar to inclusive education, but without any ideological commitment to equity. Integration places students in a mainstream classroom with "some adaptations and resources." However, students are expected to "fit in with pre-existing structures, attitudes and an unaltered environment." Integration is often mistaken for inclusion because students are placed in a mainstream classroom, which is a step towards inclusion. However, if there has not been a paradigm shift within the school and these students are not perceived as equals, if curriculum is not taught for the understanding of all instead of some, then the students are integrated, but not included in the school.(Angela Kohama 2012)

Exercise I :

You might have come across some of these special children during your career. Recall the type of students you have come across, and explain their major characteristics as special children.

Check Your Progress -2

Below are given some statements among which some are correct and some are not correct. Identify each statement as 'Correct' or 'Incorrect' based on your understanding.

1. Special education is provided to all categories of children
2. The major goal of special education is to enable special children to live in the most independent way possible.
3. An improvement over the integrated education is the segregated system of education
4. Integrated education helps those children who are referred to children at risk.
5. Societal Integration refers to both children and adults.

1.2.3.3 Integrated Education to Inclusive Education

You know the concept and meaning of Inclusive Education already. The first unit has focused on this concept. Here, you need to understand how the concept of Inclusion is connected with Special Education and Integrated Education. The shortcomings of both the systems gave scope for the introduction of Inclusive Education.

The term 'Inclusive Education' is more than a term. It means to welcome all children without discrimination into the regular school. Students with disabilities are placed in regular schools which provide resource room services as well as support teacher services, both in the same location. The term 'Inclusive Education' refers to the system of education (including the institutions, curricular, teachers, and teaching and evaluation methods) adopted for regular children. It emphasises the need for mainstreaming of persons with disabilities.

Inclusive education "is a process of strengthening the capacity of the education system to reach out to all learners." "It involves restructuring the culture, policies and practices in schools so that they can respond to the diversity of students in their locality." For a school to be inclusive, the attitudes of everyone in the school, including administrators, teachers, and other students, are positive towards students with disabilities. Inclusive education means that all children, regardless of their ability level, are included in a mainstream classroom, or in the most appropriate or least restrictive environment (LRE), that students of all ability levels are taught as equals, and that teachers must adjust their curriculum and teaching methodologies so that all students benefit. This also avoids wasting resources, and "shattered hopes," which often occurs in classrooms that are "one size fits all." Studies have shown that systems that are truly inclusive reduce drop-out rates and repetition of grades, and have higher average levels of achievement, compared to systems that are not inclusive. People who believe in inclusive education believe that the education system is the impediment to learning for a child, and that every child is capable of learning! It is important to note that within government documents and scholarly publications in India, the three different terms-segregation, integration and inclusion-are often used interchangeably, or with different definitions than those attached to the three words in the United 4 States. This could stem from a variety of reasons, although a lack of education on the original meanings connected to the words seems to be the most logical explanation. (Angela Kohama 2012)

The main difference between the terms integration and inclusion is, the emphasis with which each term is used. The term "integration" means placing of children with special educational needs in schools. The term 'inclusion' has a deeper connotation and does not only refer to children with disabilities, but includes all children who face some kind of barrier to learning.

Special Education: Dear children in regular schools! Don't come to me; I am not for you.
Integrated Education: Dear Special Children, Come and You will change; not I.
Inclusive Education: Oh! All are welcome! We change to respond to you.

Check Your Progress -3

Below are given the implications for Special Education, Integrated Education and Inclusive Education. Identify them and mark them as 'S', 'Int' 'Inc' respectively.

1. Understand the type of disabilities so that you can refer them to appropriate services.
2. Have expert personnel who can cater to the needs of different type of disabled children.
3. Plan educational inputs exclusively for disabled children.
4. Plan educational inputs which help both regular children and disabled children
5. Have separate settings within schools for disabled children.
6. Have expert teachers who have specialized in different types of disabilities.
7. Allow parents to be with children in case it helps them.
8. Prepare special educational material catering to the needs of different types of disabled children.
9. Make provision to place disabled children to be in class throughout the day along with children who are not disabled.
10. See that children are independent in school setting to the maximum.
11. Make efforts to see that there is no gap in the functionality between disabled and other children.
12. Have a different type of assessment for disabled children.

1.2.3.4. Inclusive Education: Challenges and Strategies

Number of challenges have been noticed in the path of developing inclusive education.Let us discuss some of them.

Fighting against poverty associated with disability: With an estimated 1,027 million people, India is the world's second most populated country. It has 17 per cent of the global population and 20 per cent of the world's out-of-school children. Despite impressive gains in the last few decades, India still has more than 260 million people living in poverty. A large number of children with disabilities live in families with income significantly below the poverty level. According to experts in the field, while disability causes poverty, it is also possible that in a country like India, poverty causes disability. The combination of

poverty and disability results in a condition of "simultaneous deprivation". Some people have expressed this as a syndrome that sets- up barriers to the participation of persons with disabilities in the normal routines and activities of the community, including regular schooling. Some years back the Ministry of Rural Development, Government of India, allocated 3 per cent funds in poverty alleviation programmes targeting families of children with disabilities. However, motivating poor families, with all the associated costs to send their child to school, is proving to be a big challenge.

Modifying deeply held attitudes: Attitudes of the non-disabled are proving to be a major barrier in the social integration of persons with disabilities. The amount of fear of contamination increases with the visibility of deformity. This leads to segregation of disabled. Such attitudes reinforced by religious institutions may influence against any attempts to include students with disabilities into regular schools. For example, Hindus (who constitute 85 percent of the total population in India) believe that disability is a consequence of misdeeds performed in the previous life (often referred to as the doctrine of Karma). Many Hindu religious institutions and temple trusts, therefore, do not think a part of their duty is to help persons with disabilities, because they consider the disability to be the result of a person's misdeeds in his previous life. Even the disabled accept their disability as a consequence of their own misdeeds in the previous birth and does not make special attempts to overcome them. Any attempts to improve the life of a person with a disability may be considered a "disobedience to Allah or as interference with a person's karma". It has been quoted in related literature that disability in India is not seen as something "normal" or "natural," rather it is seen as an "evil eye." Guilt, stigma and different kinds of fears tend to be paramount in such families.

Dissemination of Information and public education: People, including parents and school personnel, are largely unaware of the full intent of the recent legislation passed by Indian Parliament in relation to people with disabilities. A large number of school personnel are also not aware of funding available to include students with disabilities in regular schools. There is some evidence that those educators who are knowledgeable about government policies and laws concerning inclusive education tend to have positive attitudes toward implementing such programs (U. Sharma, 2001). There is also evidence when parents are knowledgeable and supportive of inclusive education, they tend to have a positive effect on school personnel (U. Sharma, 2001). Thus, unless people, especially parents of children with disabilities and school personnel, are made knowledgeable about the various provisions enshrined in the Act, the Central and State governments' commitment to providing inclusive education will be in vain.

There is also a greater need to have a National Resource Centre for Disabilities. Such a Centre would work to collect and disseminate information on various aspects of disability. It would provide information through various TV and radio programmes as well as through the internet. The Centre would also fulfil the role of scrutinising all mass communication programmes (TV, radio and even entertainment programmes) to ensure that disability is not portrayed in a negative manner (B.L. Sharma, 2001).

Providing adequate levels of training to key stakeholders: The majority of school personnel in India are not trained to design and implement educational programmes for students with disabilities in regular schools. According to reports in the field, most teacher training programmes in India do not have a unit on Disability Studies. The universities, which do cover some aspects of special education in their teacher training programmes, fail to train teachers adequately to work in integrated settings.

It has been noted that there are great variations in the content, process, and examination of existing special education programs as well in the country. However, the situation may improve in the coming years as the Rehabilitation Council of India (RCI) will periodically evaluate special education programs to ensure that each program meets minimum standards. The number of trained special educators is also limited. The most recent report of the Rehabilitation Council of India (1996) states that the number of trained special education teachers is extremely small considering the number of children with disabilities that require their services. RCI must consider reformulating existing teacher training programs for special educators, with a greater emphasis on inclusive education. Special educators could be a key resource as they can be used to train regular school educators in implementing inclusive education. They can also act as an itinerant teacher working in partnership with a number of regular school educators to advise them on practical issues related to education of students with disabilities.

Making provision for adequate resources: The majority of schools in India are poorly designed and few are equipped to meet the unique needs of students with disabilities. The lack of disability friendly transportation services and accessible buildings are real problems in the present situation. Both the Central and State governments will have to provide increased resources to this aspect of education to ensure successful implementation of integrated practices in schools.

Over and above some of these challenges that India shares with other developing countries are some distinctive features that will make the implementation of educational reform particularly difficult. India is a multilingual, multicultural, multireligious country, and its people are stratified along sharp socio-economic and caste lines. Therefore, unless the

challenges are carefully identified and systematically addressed, inclusion will remain a policy on paper. The forthcoming section presents some strategies that policy makers in India may find useful to implement inclusive education successfully.

Possible Strategies to Address some of the Challenges

- Training of teachers.
- Designing innovative system of training.
- Establishing collaboration among different ministries.
- Involving NGO's in implementing inclusive education programs
- Establishing an alternate system of examination.
- School-University partnership.

Now let us go through these strategies in brief and understand how each one of them support Inclusive Education.

Training of teachers : If inclusive education is to become a reality in India, then the training of teachers has to become a top priority. The educational authorities in India may adopt a policy of training one teacher from each school or a cluster of schools. The teacher would need to be provided with intensive training to work with various disabilities and could then act as an integration specialist or an inclusion facilitator for one or a number of schools located in close proximity. Also, in-service teachers would need continued training to update their skills and knowledge of inclusive education strategies.

It is clear that regular school educators need training in issues related to the implementation of inclusive education. A question that arises with regard to such training is the identification of the specific content that should be included in these training programs. Given the enormous diversity in India (cultural, linguistic, socio-economic, etc.), further research is clearly the need of the hour. Sharma (1992) suggests that the curriculum for pre-service training programs should be carefully developed, incorporating feedback from special and regular educators.

Designing innovative system of training : Several authors have cautioned that India will not be able to successfully implement inclusive educational services unless regular school educators are trained at mass scale. It has been observed that the number of persons who need training is very large and the conventional training methods cannot simply meet

the requirements. Therefore, there is a need to design some innovative models to train educators at mass level. It has been suggested that one possibility to educate such a large number of teachers is by using Distance Open Learning. Indira Gandhi National Open University (IGNOU) has a history of successfully running courses for a larger number of students using DOL mode. IGNOU, in association with Rehabilitation Council of India, is offering various courses to the trainers of children with disabilities, including teachers. It is expected that such training, accompanied with ongoing in-service training, would prove very useful for school educators. It would, however, be important that practical aspects of implementing inclusive education form a key part of any such course.

Establishing collaboration between different ministries : Different ministries in India administer various services for persons with disabilities. For example, while "inclusive education" is the responsibility of Ministry of Human Resource Development, education in special schools is the responsibility of Ministry of Social Justice and Empowerment. This is just one example of the waste of already limited resources. India cannot afford to have such administrative arrangements. There is a need for streamlining administrative arrangements so that funds provided to different ministries for persons with disabilities can be used effectively.

Involving NGOs in implementing inclusive education programs : According to the literature on NGO's, there are more than one million NGO's working in India. Although not all of them are working in the education sector, a large number still provide educational services to children with disabilities. These organizations can play a significant role in implementing inclusive education because they are widely located in India and can serve both urban and rural school communities. Regrettably, still a large number of NGOs believe in segregated set up for children with disabilities. It would, therefore, be necessary to train the key stakeholders in these NGO's about the benefits of inclusive education as well as practical aspects of implementing inclusive education in regular schools.

Establishing an alternate system of examination: Majority of school administrators still believe that integration of disabled may deteriorate the standard of schools in terms of academic results. This is because the both the disabled and normal students are evaluated on the same set of standards. Truly, there needs to be a different system of evaluation for disabled children because the goals set for these children vary to some extent and they have to be evaluated on these goals. The outcome expected and process of examination for children with disabilities should be different than other children. Thus, it is necessary to establish an alternative system of examination for students with disabilities. Such an examination system is already in practice in the other countries. Students in this

system are asked to do activities that demonstrate their abilities rather than disabilities. It is expected that teachers in India would feel more comfortable including students with disabilities in their classrooms if such a system existed.

Establishing School-University partnership : The multilingual, multi-cultural and multi-religious nature of India is often cited as a challenge in implementing any educational reforms. Local universities in each of the States and Union Territories may play a significant role in overcoming this challenge. Pilot projects involving local schools could be initiated by universities to explore strategies that may be appropriate for each region. Also, texts on practical strategies can be produced in the common language spoken by educators in each of the States.

Evidence from a number of Western countries indicates that such collaborative projects can produce positive results for students with disabilities as well as for school educators.

Check your Progress -4

Below are given the challenges and the specific tasks to be taken care of to promote inclusive set up. Match them.

a	Teachers' training	Think of alternative strategies in the place of conventional methods	1
b	Innovative system of training	Institutions of higher cadre should take the responsibility of educating the masses.	2
c	Collaboration among different ministries	Change their perception form segregation to inclusion	3
d	Involve NGO's	make them demonstrate their abilities rather than disabilities.	4
e	Plan alternative system of assessment	provide intensive training to work with disabilities	5
f	School-University Collaboration	Streamline administrative arrangements	6

1.2.4 Let us Summarise

- Discrimination on the basis of disability is evident in the present literacy level in the case of disabled children.
- There is a long way to raise a level to nearly 70% which is a national literacy level.

- Literacy campaigns like 'Education For All 'without inclusion of children with disabilities is not reality and therefore they should include disabled persons too. Children with a diagnosis have the right to express their diversity in this one extra way, and to be included among their mainstream peers from the start.
- Special education is individualized educational instruction designed to meet the unique educational and related needs of students with disabilities.
- Special education or special needs education is the education of students with special needs in a way that addresses the students' individual differences and needs.
- Special education is provided for children who are mentally challenged, learning disabled, deaf-blind, orthopedically impaired, speech impaired, hearing impaired, visually impaired, severely and multiple handicapped.
- Integrated Education means an improvement over the segregated education is the system of integrated education. This system brought the disabled children into the regular school. In Integrated setup, children were being given special attention and curriculum etc. according to their disability.
- The term "inclusive education" refers to the system of education (including the institutions, curricular, teachers and teaching and evaluation methods) adopted in the regular children. It emphasized the need for mainstreaming of the persons with disabilities in the regular education for all.
- There are number of challenges to inclusive education like changing the attitude of people towards disability, developing awareness, preparing teachers in good number, creating barrier-free environment, overcoming resistance of parents etc
- Possible strategies to address some of the challenges are Training of teachers, designing innovative systems of training, collaborating different ministries, establishing an alternative system of examination, working for school-university partnership.

1.2.5. Answer to 'Check Your Progress' – 1,2,3 and 4

Check Your Progress – 1

1. Natural order
2. 25 million

3. Salamanca, Spain

4. Individualized

5. Integrated Education.

Check Your Progress -2

1 - Incorrect, 2 – Correct, 3-Incorrect, 4-Correct, 5- Incorrect.

Check Your Progress -3

1,2,3-S, 4-Inc, 5-Int, 6-S,7-S,8-S,9-Inc,10-Inc, 11-Inc,12-Inc.

Check Your Progress – 4

a-6, b-1, c-6, d-3, e-4, f-2

1.2.6 Unit - end Exercises

1) Discuss the history of Inclusive Education from the perspective of Global Concept.

2) Analyse the need for Inclusive Education in the present scenario of Schooling.

3) Differentiate Integrated and Inclusive Education with suitable illustrations.

5) Discuss the challenges and strategies of inclusive education in the present educational set up.

1.2.7. References

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Block 1 : Understanding Inclusion in Education

Unit-3 : Policy Perspectives : Initiatives to Promote Inclusive Education

Structure

1.3.1 Learning Objectives

1.3.2 Introduction

1.3.3 Learning Points and Learning Activities

1.3.3.1. Policy Perspectives - National and International Level

Check your progress -1

1.3.3.2. Initiatives to Promote Inclusive Education

Check your progress -2

1.3.4. Let us Summarise

1.3.5 Answer to 'Check your progress 1 and 2'

1.3.6. Unit - end Exercises

1.3.7 References

1.3.1 Learning Objectives

After going through this Unit, the student teachers will be able to

- Clarify policy perspectives at the national level ;
- Explain the policy perspectives at the international level ;
- Highlight the main agenda of international level policies; and
- Analyse the initiatives to promote Inclusive Education.

1.3.2 Introduction

India, as we know that the problems of the disabled are complex, the available resources scarce and social attitudes damaging, that it is only through legislation that we can eventually bring about a change in a uniform manner. Although legislation cannot alone radically change the fabric of a society in a short span of time, it can nevertheless, increase accessibility of the disabled to education and employment, to public buildings and shopping centres, and to transport and communication.

Education plays a vital role in shaping a society. The vision of a country as well as its constitutional commitments is reflected in the policy of a country and this directs the society to respond to it. The inequality and diversity of the Indian society is reflected in the

directives of its Constitution, which provides contemporary measures with a view to do away with the historical mistakes committed against different marginalised/disadvantaged groups of its citizens. Since Indian society is an inclusive society, its policy of education has to be inclusive.

The National Policy of Education (1986) and its Programme of Action (1992), National Curriculum Framework (2005), The National Policy for Persons with Disabilities (2005), and Right to Free and Compulsory Education to Children of 6-14 age group (2009) all have specific directions for inclusion as against segregation.

The initiatives taken by India and other countries for the welfare of the disabled, could be divided into two categories as policies and implementation. All policies are to be understood in the social, cultural, and political context of a country. Let us learn about these initiatives and policies for the welfare of the disabled at national and international level.

1.3.3 Learning Points and Learning Activities

1.3.3.1. Policy Perspectives - National and International Level

If you remember what you have studied in the previous units, you will understand that Inclusive Education is the right of all learners to a quality education that meets basic learning needs and enriches lives. Focusing particularly on vulnerable and marginalised groups, it seeks to develop the full potential of every individual. The ultimate goal of inclusive quality education is to remove all forms of discrimination and foster social cohesion.

The concept of inclusion has emerged from the idea of providing equal opportunity to all children. Providing equal opportunity does not mean providing similar things to all children. Instead it means providing equal opportunity keeping in mind the diverse nature of their individual needs.

Why are policies formulated?

Achieving the right to education is the foundation of a truly inclusive society, where all people learn together and participate equally. Yet, today over 77 million children are not enrolled in schools and more than 781 million adults are deprived of literacy. Such exclusion is particularly acute among persons with disabilities. About 97% of adults with disabilities do not have basic literacy skills. The estimate of the number of disabled children attending schools in developing countries ranges from less than 1% to 5%. Providing quality education for all remains one of the biggest development challenges of our time. Yet, with effective legislation and policies it is possible to build a world of inclusion. Awareness will move us in that direction. So, we must increase efforts to raise awareness and to develop effective policies for a world of inclusion. It is our shared responsibility to turn those dreams, visions,

and commitments into a tangible reality. The Ministry of Education of almost 100 countries attending the round table on education and economic development held in Paris on 19-20 October 2007 on the occasion of the thirty- fourth session of the General Conference of UNESCO, reaffirmed their commitment to quality education as a right for everyone, and this would be a force for social stability, peace, and conflict resolution.

One of the major initiatives of the Government of India to promote "inclusive education" is the programme of Inclusive Education of Disabled Children (IEDC). In 1974, the Ministry of Welfare, **Central Government of India, initiated the IEDC programme** to promote the integration of students with mild to moderate disabilities into regular schools. The programme was also designed to promote the retention of children with disabilities in the regular school system. Children were to be provided with financial support for books, stationery, school uniforms, transportation, and special equipment and aids. The state governments were provided with 50 per cent of the financial assistance to implement this programme in regular schools.

In India, the first concrete step towards ensuring full participation of persons with disabilities in nation building was the **Persons with Disabilities Act, 1995** (Equal opportunities, Full Participation and Protection of Rights). This Act provides preventive and promotional aspects of rehabilitation like education, employment and vocational training, reservation, research and manpower development, creation of barrier free environment, unemployment and allowance, special insurance scheme for the disabled employees as well as establishment of homes for persons with severe disabilities. This paved the way for enactment of the legislation to prevent any kind of discrimination against persons with disabilities.

Another important legislation which came into being in 1992, prior to the PWD

Act, was the establishment of the **Rehabilitation Council of India**. It was set- up in 1986 as a registered society and became a statutory body on June 22, 1993, through the RCI Act, which was further amended in 2000 by the Parliament to make it more broad-based. The RCI has the mandate to regulate and monitor services given to persons with disabilities, to standardise the syllabi and maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education.

The National Trust Act, 1999 (for the welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities) resulted in the establishment of the National Trust to enable and empower persons with disability to live as independently as fully possible within and close proximity to the community to which they belong. It has district level committees and registered parent associations and non-government organisations to help it achieve its objectives.

The Mental Health Act (1987) clearly excludes persons with mental retardation from the definition of persons with mental illness. It primarily deals with the treatment and institutionalisation of the mentally ill and the protection and management of their property.

In 2006, a **National Policy for Persons with Disabilities**was framed which recognises that Persons with Disabilities are valuable human resources for the country and seeks to create an environment that provides them equal opportunities as others. The focus of the policy is on prevention of disabilities – rehabilitation measures (physical, educational, and economic), employment, barrier free environment, social security, availability of disability certificates, research, sports, recreation and cultural life, etc.

The Ministry of Social Justice and Empowerment, Government of India, regularly monitors the progress made by various member ministries by holding meetings with all of them and revising the progress made towards the implementation of the various provisions of the policy.

Section 26 of the Persons with Disabilities Act clearly mentions that the Indian State is to provide free education to children with disability up to 18 years. An additional provision of four years has been made keeping in view the extra time taken by the child for acquiring competencies which a non-disabled child attains at the age of fourteen as well as the child with disability completing education up to class XII. The 86th Amendment provisions are more relevant to children with disabilities. Chapter V of Persons with Disabilities Act, 1995, not only guarantees free education up to 18 years of age in an appropriate environment, but also makes it the duty of the appropriate government to promote integrated education as well as special schemes. The Right to Free and Compulsory Education Act (2009) popularly known as the RTE Act has made it mandatory to provide education to all children up to the age of 14 years. This puts a major responsibility on the States, and calls for trained teachers and appropriate curricular adaptations to make education accessible to children with disabilities.

Policy Perspectives - International Level

World Programme of Action Concerning Disabled Persons

A major outcome of the International Year of Disabled Persons was the formulation of the World Programme of Action concerning Disabled Persons, adopted by the General Assembly on 3 December 1982.The World Programme of Action (WPA) is a global strategy to enhance disability prevention, rehabilitation and equalization of opportunities, which pertains to full participation of persons with disabilities in social life and national development. The WPA also emphasizes the need to approach disability from a human rights perspective.

The following distinction is made by the World Health Organization, in the context of health experience, between impairment, disability and handicap :

- Impairment: Any loss or abnormality of psychological, physiological, or anatomical structure or function.
- Disability: Any restriction or lack {resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.
- Handicap: A disadvantage for a given individual, resulting from an impairment or disability, that, limits or prevents the fulfillment of a role that is normal, depending on age, sex, social and cultural factors, for that individual.2

  Handicap is therefore a function of the relationship between disabled persons and their environment. It occurs when they encounter cultural, physical or social barriers which prevent their access to the various systems of society that are available to other citizens. Thus, handicap is the loss or-limitation of opportunities to take part in the life of the community on an equal level with others.

  The following definitions are developed from that perspective. The relevant terms of action proposed in the World Programme are defined as prevention, rehabilitation and equalization of opportunities.

- Prevention means measures aimed at preventing the onset of mental, physical and sensory impairments (primary prevention) or at preventing impairment, when it has occurred, from having negative physical, psychological and social consequences.
- Rehabilitation means a goal-oriented and time-limited process aimed at enabling an impaired person to reach an optimum mental, physical and/or social functional level, thus providing her or him with the tools to change her or his own life. It can involve measures intended to compensate for a loss of function or a functional limitation (for example by technical aids) and other measures intended to facilitate social adjustment or readjustment.
- Equalization of opportunities means the process through which the general system of society, such as the physical and cultural environment, housing and transportation, social and health services, educational and work opportunities, cultural and social life, including sports and recreational facilities, are made accessible to all.

Societies sometimes cater only to people who are in full possession of all their physical and mental faculties. They have to recognize the fact that, despite preventive efforts, there will always be a number of people with impairments and disabilities, and that societies have to identify and remove obstacles to their full participation. Thus, whenever pedagogically possible, education should take place in the ordinary school system, work be provided through open employment and housing be made available as to the population in general. It is the duty of every Government to ensure that the benefits of development programmes also reach disabled citizens. Measures to this effect should be incorporated into the general planning process and the administrative structure of every society. Extra services which disabled persons might need should, as far as possible, be part of the general services of a country.

The above does not apply merely to Governments. Anyone in charge of any kind of enterprise should make it accessible to people with disabilities. This applies to public agencies at various levels, to non-governmental organizations, to firms and to private individuals. It also applies to the international level.

People with permanent disabilities who are in need of community support services, aids and equipment to enable them to live as normally as possible both at home and in the community should have access to such services. Those who live with such disabled persons and help them in their daily activities should themselves receive support to enable them to have adequate rest and relaxation and an opportunity to take care of their own needs.

The principle of equal rights for the disabled and non-disabled implies that the needs of each and every individual are of equal importance, that these needs must be made the basis for the planning of societies, and that all resources must be employed in such a way as to ensure, for every individual, equal opportunity for participation. Disability policies should ensure the access of the disabled to all community services.

As disabled persons have equal rights, they also have equal obligations. It is their duty to take part in the building of society. Societies must raise the level of expectation as far as disabled persons are concerned, and in so doing mobilize their full resources for social change. This means, among other things, that young disabled persons should be provided with career and vocational opportunities – not early retirement pensions or public assistance.

Persons with disabilities should be expected to fulfill their role in society and meet their obligations as adults. The image of disabled persons depends on social attitudes based on different factors that may be the greatest barrier to participation and equality. We see the disability, shown by the white caner crutches, hearing aids and wheelchairs, but not the person. What is required is to focus on the ability, not on the disability of disabled persons.

All over the world, disabled persons have started to unite in organizations as advocates for their own rights to influence decision-makers in Governments and all sectors of society.

The role of these organizations includes providing a voice of their own, identifying needs, expressing views on priorities, evaluating services and advocating change and public awareness. As a vehicle of self-development, these organizations provide the opportunity to develop skills in the negotiation process, organizational abilities, mutual support, information-sharing and often vocational skills and opportunities. In view of their vital importance in the process of participation, it is imperative that their development be encouraged.

Mentally handicapped people are now beginning to demand a voice of their own and insisting on their right to take part in decision-making and discussion. Even those with limited communication skills have shown themselves able to express their point of view. In this respect, they have much to learn from the self-advocacy movement of persons with other disabilities. This development should be encouraged.

Information should be prepared and disseminated to improve the situation of disabled persons. The cooperation of all public media should be sought to bring about presentations that will promote an understanding of the rights of disabled persons aimed at the public and the persons with disabilities themselves, and that will avoid reinforcing traditional stereotypes and prejudices.

After a decade of time, the release of the **Salamanca Statement in 1994 (UNESCO),** brought a significant change in the education of disabled persons. A large number of developing countries started reformulating their policies to promote the inclusion of students with disabilities into mainstream schools. While a large number of developed countries (e.g., USA, Canada, and Australia) have policies or laws promoting "inclusive education", a number of developing countries continue to provide educational services to students with disabilities in "segregated" schools.

According to the experts in the field, inclusive education means "that students with disabilities are served primarily in the general education settings, under the responsibility of [a] regular classroom teacher. When necessary and justifiable, students with disabilities may also receive some of their instruction in another setting, such as [b] resource room." Historically, many educational systems have adopted the Inclusive Education model as an interim approach in the move towards Inclusive Education. In the "inclusive education" model "whenever possible, students with disabilities attend a regular school". The emphasis, however, is upon the student to fit the system rather than the system to adapt to meet the educational needs of a student. In India, "inclusive education" is provided mainly to students with mild disabilities who are considered "easy" to include into regular school programmes. Students with severe disabilities, in a majority of cases, do not attend a school, or in rare cases, attend a special school.

We all know that every child is unique and different. They have different abilities, learn in different ways, and at different paces. Inclusive, learning-friendly, and barrier-free environments should therefore be created in every school and community throughout the world so that all children will be enabled to develop to their full academic, social, emotional, and physical potentials. It is important to remember that a child's academic potential cannot be developed separately from her/his social, emotional and physical potential, as they are interdependent aspects of a child's development. Without access to a comprehensive support system, many children with disabilities will never enroll in school, will drop out, or will stay in school, yet be prevented from reaching their full potential. Individual support should primarily be given by the class teacher. However, s/he may also need assistance from school-based and itinerant resource teachers to ensure that the children concerned receive quality support that is based on their individual learning needs. The majority of children with disabilities in developing countries are out of school, while many of those who are in school are enrolled in special schools away from their families, friends, and peers. However, more and more children with disabilities are expected to enroll in regular schools where they play, learn, and grow up with their non-disabled peers (Inclusive Education).

UNESCO (2005): Extending access to education is part of a worldwide agenda. The Education for All (EFA) initiative by the United Nations is an essential element of the Millennium Development Goals, in part because education is seen as being crucial to human development, and also because many children do not have access to education (UNESCO, 2005). Inclusive education is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning cultures and communities and reducing exclusion within and from education. It involves changes and modifications in contents, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. Inclusion is concerned with providing appropriate responses to the broad spectrum of learning and needs in formal, non- formal as well as educational settings.

Check your progress 1

1. Write the full form of the following:

a) IEDC

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b) RCI

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c) PWD

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d) RTE

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2. Highlight the main focus of the following policies :

a) 1974 Act

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b) 1995 Act

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_____ _____

c) 2009 Act

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1.3.3.2. Initiatives to Promote Inclusive Education

The Inclusive Education policy recommendations to send children with disabilities to mainstream schools were first made in the Sargent Report in 1944, and again in 1964, by the Kothari Commission. Despite this, the change has been slow, with segregation in special schools dominating the scene until recently. Most of the states in India have not raised the level of literacy of persons with disabilities on par with non- disabled persons. Hence, literacy campaigns like Education For All without inclusion of children with disabilities is not a reality and should include disabled persons too. While the awareness on Inclusive Education in schools throughout the country is still at an infancy stage, educational institutions are to some extent special, having both normal and special children studying in the same classroom. Hence, it is evident that just sending them to a normal school will not help. Inclusive schools have to be well-equipped in all aspects to cater to the needs of the disabled and at the same time deliver quality education for all children.

The main initiatives to promote Inclusive Education through various policies are as follows:

- The 93rd Amendment of the Constitution has made education a fundamental human right for children in the 6-14 years age group, thereby making it mandatory for all children to be brought under the fold of education. This includes children with disability.
- The Persons with Disabilities Act, 1995, provides access to free education in an appropriate environment for children with disabilities until they attain the age of 18years.
- The educational needs of disabled persons between the ages of 14 to 18 years will be covered through a range of interventions including a Revised Plan for Inclusive Education of Children and Youth with Disabilities (IECYD).
- The Universal Declaration of Human Rights (1949), the United Nations General Assembly Charter (1959), and the United Nations Convention on the Rights of the Child (1989) have all acknowledged education as a human right.
- The World Conference on Education For All (1990) and the United Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993) also restated that education is a basic right for all people and recognised that some groups were excluded. It was also pointed out that there was no specific mention of disabled children although the term 'Inclusive' does appear in various works for action proposed by various governments and other agencies. So the concept of inclusion is actually based on human rights, equal opportunities, social justice, and participation of all. Inclusion means enabling all students to participate fully in the life and work of mainstream settings, whatever their needs.
- The Ministry of Human Resource Development is currently in the process of developing a Comprehensive Action Plan on the Inclusion in Education of Children and Youth with Disabilities. The proposed strategy interventions will be made under the overall framework the programme of action (1992) of the national policy of education (1986) and the people with disabilities act (1995).

The main objectives of the action plan were

- To ensure that no child is denied admission in mainstream education;
- To ensure that every child would have the right to access an Anganwadi and school, and no child would be turned back on the ground of disability;

- To ensure that mainstream and specialist training institutions serving persons with disabilities, in the government or in the non-government sector, facilitate the growth of a cadre of teachers trained to work within the principles of inclusion;
- To facilitate access of girls with disabilities and disabled students from rural and remote areas to government hostels;
- To provide for home- based learning for persons with severe, multiple and intellectual disability;
- To promote distance education for those who require an individualised pace of learning;
- To emphasise job-training and job-oriented vocational training; and
- To promote an understanding of the paradigm shift from charity to development through a massive awareness, motivation, and sensitisation campaign.

Check your progress 2

I) Answer the following in brief.

a) Highlight the main aims of the project for Inclusive Education for the Disabled.

b) State the views of UNESCO (2005) regarding Inclusive Education.

1.3.4. Let us Summarise

- Education plays a vital role in shaping a society.
- The vision of a country as well as its constitutional commitments is reflected in the policy of a country, and thus directs the society to respond to it.
- The inequality and diversity of the Indian society is reflected in the directives of its Constitution, which provides contemporary measures with a view to do away with the historical mistakes committed against different marginalised/ disadvantaged groups of its citizens.
- Since Indian society is an inclusive society, any policy of education has to be inclusive.
- Achieving the right to education is the foundation for building a truly inclusive society, where all people learn together and participate equally.
- The issue that policies have to made for providing quality education for all, remains one of the biggest challenges of our time. Yet, with effective legislation and policies it is possible to build a world of inclusion. Awareness will move

us in that direction. So we make efforts to raise awareness and to develop effective policies for a world of inclusion.

- One of the major initiatives by the Government of India to promote "inclusive education" is the programme of Inclusive Education of Disabled Children (IEDC). In 1974, the Ministry of Welfare, Central Government of India, initiated the IEDC programme to promote the integration of students with mild to moderate disabilities into regular schools.

  The programme was also designed to promote the retention of children with disabilities in the regular school system.

- The Persons with Disabilities Act, 1995 (Equal Opportunities, Full Participation and Protection of Rights) paved the way for enactment of the legislation to prevent any kind of discrimination against persons with disabilities.

  This Act provides preventive and promotional aspects of rehabilitation like education, employment and vocational training, reservation, research and manpower development, creation of barrier free environment, unemployment and allowance, special insurance scheme for the disabled employees as well as the establishment of homes for persons with severe disabilities.

- Another important legislation which came into being in 1992 prior to the PWD Act was the establishment of the Rehabilitation Council of India. The RCI was set- up in 1986 as a registered society and became a statutory body on June 22, 1993.

- The National Trust Act, 1999 (for the welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities) resulted in the establishment of the National Trust to enable and empower persons with disability to live independently as fully as possible within and close proximity to the community to which they belong.

- The Mental Health Act (1987) clearly excluded persons with mental retardation from the definition of persons with mental illness. It primarily dealt with the treatment and institutionalisation of the mentally ill and the protection and management of their property.

- In 2006, a National Policy for Persons with Disabilities was framed which recognises that Persons with Disabilities are vulnerable human resources for the country and seeks to create an environment that provides them equal opportunities as for others.

- Section 26 of Persons with Disabilities Act clearly mentions that the Indian State is to provide free education to children with disability up to 18 years
- According to UNESCO (2005), Inclusive Education is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning cultures and communities and reducing exclusion within and from education.

1.3.5. Answers to 'Check your progress 1 and 2'

Check your progress - 1

Refer to the points in the Self Learning Material.

Check your progress – 2

Refer to the points in the Self Learning Material.

1.3.6. Unit-end Exercises

1. Discuss the recommendations of the various national level policies related to disabled children.
2. Substantiate how the policy recommendations are beneficial for people with disability.
3. Analyse the initiations of the international policies in favour of disabled children.

1.3.7 References

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Block 1: Understanding Inclusion in Education

Unit -4: United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and Education For All

Structure

1.4.1 Learning Objectives

1.4.2 Introduction

1.4.3. Learning Points and Learning Activities

1.4.3.1. United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

Check your progress - 1

1.4.4. Education for All

Check your progress - 2

1.4.5. Let us Summarise

1.4.6. Answers to 'Check your progress - 1 and 2'

1.4.7. Unit End Exercises

1.4.8. References

1.4.1 Learning Objectives

After going through this Unit, the student teachers will be able to

- Explain the philosophy of UNCRPD;
- Expand the term UNCRPD;
- Explain the recommendations of UNCRPD;
- Highlight the various principles of UNCRPD;
- Explain the concept of EFA(MDG);
- Discuss the recommendations of EFA(MDG); and
- Highlight the various principles of EFA(MDG).

1.4.2 Introduction

As we all aware that Inclusive Education brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximise the potential of all students. Inclusion promotes quality and equity education for all, without any type of barrier or exclusion, including those who may be potentially marginalised due to disability, gender , emotional/behavioural problems, family background, ethnicity, giftedness, migrants, poverty, hearing or visual impairment, and language delay among others which is a challenge for all but, an opportunity to advance the school as a change factor that promotes dialogue and participation, and education of quality for all without exception, An estimated 15% of the world's population suffers from disability. Globally, 93 million children are estimated to have moderate and severe disabilities and many of these children are out of school. That means they are not being given the chance to become empowered as individuals and support their communities. The exclusion of children with disabilities from education and from fair life chances requires urgent and sustained attention. In this unit, you are going to focus on the Convention on the Rights of Persons with Disabilities and its Optional Protocol and the implementation of Education For All (EFA).

1.4.3. Learning Points and Learning Activities

1.4.3.1.United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

Each and every individual on this earth has the right to live a normal life. But human beings get discriminated on different grounds is of concern. For example, on the grounds of caste, religion, economic status, and disabilities. Our main focus in this unit is to know the objective of the UN convention in relation to persons with disabilities.

The Convention on the Rights of Persons with Disabilities highlights that there is discrimination on the basis of disability all over the world. It defines this discrimination as any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation. As the first human rights treaty of the twenty-first century, it represents a major step towards realising the right of disabled people to be treated as full and equal citizens.

The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

It clarifies and qualifies how all categories of rights apply to persons with disabilities and identifies areas where adaptations have to be made for persons with disabilities to effectively exercise their rights and areas where their rights have been violated, and where protection of rights must be reinforced.

The Convention on the Rights of Persons with Disabilities and its Optional Protocol was adopted on 13 December 2006 at the United Nations Headquarters in New York, and was opened for signature on 30 March 2007. There were 82 signatories to the Convention, 44 signatories to the Optional Protocol, and 1 ratification of the Convention. This is the highest number of signatories in history to a UN Convention on its opening day. It is the first comprehensive human rights treaty of the 21st century and is the first human rights convention to be open for signature by regional integration organisations. The Convention entered into force on 3 May 2008.

The Convention marks a ‘paradigm shift’ in attitudes and approaches to persons with disabilities. It takes to a new height the movement from viewing persons with disabilities as ‘objects’ of charity, medical treatment and social protection towards viewing persons with disabilities as ‘subjects’ with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society.

Principles of the Convention

The principles of the present Convention are

(a) Respect for inherent dignity and individual autonomy including the freedom to make one’s own choices, and independence of persons;

(b) Non-discrimination;

(c) Full and effective participation and inclusion in society;

(d) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;

(e) Equality of opportunity;

(f) Accessibility;

(g) Equality between men and women; and

(h) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

The UNCRPD constitutes the biggest victory for the disability movement in the three decades of its existence. The Convention has been heralded as a major step forward for disabled people and as representing a paradigm shift on how we think and act about disability.

Inequity in education as a global phenomenon is one of the issues which were addressed in the UN Convention on the Rights of Persons with Disabilities (UNCRPD).

This Convention (UNCRPD) is the outcome of five years of work by a UN Committee in which people with disabilities played a leading role on an equal basis with representatives of national governments. The outcome has been welcomed by the disability movement but many issues proved contentious, not least that of Inclusive Education. The Convention covers a wide range of areas including:

- Health,
- Education,
- Employment,
- Access to justice,
- Personal security,
- Independent living, and
- Access to information.

The contents of each of the article of the Convention on the Rights of Persons with Disabilities are given below. Find the details of the content referring to the related website.

Preamble

Article 1 – Purpose

Article 2 – Definitions

Article 3 – General principles

Article 4 – General obligations

Article 5 – Equality and non-discrimination

Article 6 – Women with disabilities

Article 7 – Children with disabilities

Article 8 – Awareness-raising

Article 9 – Accessibility

Article 10 – Right to life

Article 11 – Situations of risk and humanitarian emergencies

Article 12 – Equal recognition before the law

Article 13 – Access to justice

Article 14 – Liberty and security of person

Article 15 – Freedom from torture or cruel, inhuman or degrading treatment or punishment

Article 16 – Freedom from exploitation, violence and abuse

Article 17 – Protecting the integrity of the person

Article 18 – Liberty of movement and nationality

Article 19 – Living independently and being included in the community

Article 20 – Personal mobility

Article 21 – Freedom of expression and opinion, and access to information

Article 22 – Respect for privacy

Article 23 – Respect for home and the family

Article 24 – Education

Article 25 – Health

Article 26 – Habilitation and rehabilitation

Article 27 – Work and employment

Article 28 – Adequate standard of living and social protection

Article 29 – Participation in political and public life

Article 30 – Participation in cultural life, recreation, leisure and sport

Article 31 – Statistics and data collection

Article 32 – International cooperation

Article 33 – National implementation and monitoring

Article 34 – Committee on the Rights of Persons with Disabilities

Article 35 – Reports by States Parties

Article 36 – Consideration of reports

Article 37 – Cooperation between States Parties and the Committee

Article 38 – Relationship of the Committee with other bodies

Article 39 – Report of the Committee

Article 40 – Conference of States Parties

Article 41 – Depositary

Article 42 – Signature

Article 43 – Consent to be bound

Article 44 - Regional integration organizations

Article 45 – Entry into force

Article 46 – Reservations

Article 47 – Amendments

Article 48 – Denunciation

Article 49 – Accessible format

Article 50 – Authentic texts

Article 24 of the UNCRPD deals with the right to education of persons with disabilities.

1. States Parties recognise the right of persons with disabilities to education. With a view to realising this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

    a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential; and

c. Enabling persons with disabilities to participate effectively in a free society.

2. In realising this right, States Parties shall ensure that :

a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;

b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

c) Reasonable accommodation of the individual's requirements is provided;

d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education; and

e) Effective individualised support measures are provided in environments that maximise academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community; and

c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deaf blind, is delivered in the most appropriate languages

and modes and means of communication for the individual, and in environments which maximise academic and social development.

4. In order to help ensure the realisation of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

Check Your Progress - 1

Match the number and content of the article and find details of the articles given.

Article 1 –a)	Freedom of expression and opinion
Article 7 –b)	Education
Article 14 –c)	Health
Article 21 – d)	Children with disabilities
Article 24 –e)	Purpose
Article 25 –f)	Rehabilitation
Article 26 –g)	Liberty and security of person

1.4.3.2. Education For All (Millennium Development Goals)

Education For All (**EFA**) is a global movement led by UNESCO (United Nation Educational, Scientific and Cultural Organisation), aiming to meet the learning needs of all children, youth, and adults by 2015.

The EFA was adopted by The Dakar Framework in April 2000 at the World Education Forum in Senegal, Africa, with the goal that all children would receive primary education by 2015.Sincenot all children receive the education they need or want, this goal was put in place to help those children.

UNESCO has been mandated to lead the movement and coordinate the international efforts to reach Education for All. Governments, development agencies, civil society, non-government organisations, and the media are but some of the partners working toward reaching this goal.

UNESCO works with others around the world to reach a mutual understanding to work together. It coordinates international cooperation which allows access to education, grow and live in a diverse community, learn from advancements in technology, and freedom of expression. This cooperation allows UNESCO to work with others to create opportunities for children and other citizens around the world. Goals are created to provide all children with an elementary education, which is important to some families. Educational programmes are also created through this cooperation.

The EFA also contributes to the global pursuit of the eight Millennium Development Goals (MDGs), especially MDG 2 on universal primary education and MDG 3 on gender equality in education by 2015.

The Fast Track Initiative was set up to implement the EFA movement, aiming at "accelerating progress towards quality universal primary education".

UNESCO also produces the annual Education for All Global Monitoring Report. For further information, see UNESCO's website for the Education for All Global Monitoring.

EFA and Inclusion

Inclusion is the main component used with EFA. Since EFA is a global movement, all children are involved of different cultures, religions, disabilities, and more. The problem faced with inclusion is how different countries define disability. To be more specific, the problem comes with the definition of special needs. This can affect how or if those students can meet the goals that are created. To make sure all children are included, schools collaborate to see how all children can meet the goals given. This area may be challenging for some and it all comes down to what does the term "all" really mean in Education for All? That is an answer that will vary from country to country everywhere around the world. There have been predictions that by the year 2025 the number of children with disabilities will have

risen. A majority of that number will be children in developing countries. Therefore, answers are needed on how to include all children in the learning and educational goals set. Similar to technology in schools, inclusion can grow and become more common in schools.

But it is entirely necessary to achieve the Millennium Development Goal of education for all by 2015 (the period which we have already completed). The EFA flagship entitled The Right to Education for Persons with disabilities towards Inclusion has been created to spearhead such a global initiative. This unit presents a rights-based case for inclusiveness of all persons with disabilities, not only in access to basic educational opportunity and accomplishing the comprehensive EFA mission, but most importantly also in their engagement at all levels in the policy and processes necessary for such inclusiveness to actually work.

The disability movement is becoming a global force for change, with increased collaboration among disability groups, between the disability community and governments, and between the disability community and the human rights community. The UN Special Rapporteur for Disability in Report to the UN Commission on Social Development February 2004 mentions "Education for learners with barriers to learning and development..... has experienced massive changes during the last decade in some countries including major shifts in attitude and awareness. For example, it is no longer common to hide children with disabilities, and many parents now understand the need to educate these children. It has been noted that these changes not only benefit and enrich the lives of children with disabilities, but also enhance the learning experiences of all children."

The EFA 'flagship' initiative draws global attention to the fact that 'education for all' is a fundamental human right, which cannot be realised without the full inclusion of all people, who are in any way disabled.

Education must be viewed as a facilitator in everyone's development and functionality, regardless of barriers of any kind, physical or otherwise. Disability must never be a disqualifier. Adequate resources must be matched with political will, and constituent pressure maintained on governments to live up to their obligations.

The original EFA promises were made at Jomtien, Thailand in 1990 by a consortium of agencies including the World Bank, UNESCO, UNICEF and UNDP, and 155 countries in a landmark declaration. In the same year, the first UNDP Human Development Report documented the importance of education for all as the foundation for development. The Jomtien World Conference on Education was an extraordinary event, signaling global acknowledgement that education for some was no longer an acceptable goal for basic

education systems in any country. Article III of the Jomtien Declaration addressed universalisation of access and promotion of equity as essential goals for basic education, which "should be provided to all children, youth and adults" who need it. Paragraph 5 states "Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system". Yet this promise has remained elusive.

Disability (as variously defined) is viewed increasingly as a major factor in those who are school-excluded, either through non- enrollment or dropout. Though data is still remarkably weak even in the more 7 developed and statistic-intensive nations, it is estimated that around 40 million (or just over one third) of the 115 million children currently out of school have disabilities, most of which are often neither visible nor simply diagnosed. A disability may consequently not be regarded as something that is not normal. Actually, the presence of disabilities in a given society lies within the normal variety of life, while a total absence of disabilities in a population would be quite abnormal. A disability might lead to a handicap dependent on demands and requirements from environment and/or society. The social and physical environment thus has an impact on a person's functioning. Some children are considered to be in need of special assistance or equipment to be able to meet these demands. This is why the terminology and programmes have arisen around "children with special needs".

Check Your Progress - 2

Answer the following in brief.

1. Give the full forms of UNESCO, EFA, and MDG.

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2. What are the goals of MDG 2 and MDG 3?

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3. State Article III of the Jomtien Declaration.

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4. Highlight the main focus of the UNCRPD

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1.4.4. Let Us Summarise

- The Convention on the Rights of Persons with Disabilities (CRPD) sets out what human rights mean in the context of disability.
- The first human rights treaty of the twenty-first century represents a major step towards realising the rights of disabled people to be treated as full and equal citizens.
- The purpose of the UN Convention on the Rights of Persons with Disabilities (UN CRPD) is to promote, defend and reinforce the human rights of all persons with disabilities.
- It therefore serves as the legal framework for CBM advocacy. The Convention is intended as a human rights instrument with an explicit, social development dimension.

- It adopts a broad categorisation of persons with disabilities and reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms.

- The Convention marks a 'paradigm shift' in attitudes and approaches to persons with disabilities.

- It takes to a new height the movement from viewing persons with disabilities as 'objects' of charity, medical treatment and social protection towards viewing persons with disabilities as 'subjects' with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society.

- The Convention covers a wide range of areas including health, education, employment, access to justice, personal security, independent living, and access to information.

- Education For All (EFA) is a global movement led by UNESCO (United Nation Educational, Scientific and Cultural Organisation), aiming to meet the learning needs of all children, youth and adults by 2015.

- EFA was adopted by The Dakar Framework in April 2000 at the World Education Forum in Senegal, Africa, with the goal in mind that all children would receive primary education by 2015.

- UNESCO has been mandated to lead the movement and coordinate the international efforts to reach Education for All.

- Governments, development agencies, civil society, non-government organisations, and the media are but some of the partners working toward reaching these goals.

- UNESCO works with others around the world to reach a mutual understanding for everyone to work well together.

- UNESCO coordinates international cooperation which allows access to education, grow and live in a diverse community, learn from advancements in technology, and freedom of expression.

- The EFA goals also contribute to the global pursuit of the eight Millennium Development Goals (MDGs), especially MDG 2 on universal primary education and MDG 3 on gender equality in education, by 2015.
- The Convention was negotiated during eight sessions of an Ad Hoc Committee of the General Assembly from 2002 to 2006, making it the fastest negotiated human rights treaty.

1.4.5 Answer to 'Check your progress 1 and 2'

Check your progress 1

Article 1 – Purpose

Article 7 – Children with disabilities

Article 14 – Liberty and security of person

Article 21 – Freedom of expression and opinion, and access to information

Article 24 – Education

Article 25 – Health

Article 26 – Habilitation and rehabilitation

Article 1 Purpose

The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Article 7 Children with disabilities

1. States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.
2. In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.

3. States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right.

Article 14 Liberty and Security of person

1. States Parties shall ensure that persons with disabilities, on an equal basis with others:

   (a) Enjoy the right to liberty and security of person;

   (b) Are not deprived of their liberty unlawfully or arbitrarily, and that any deprivation of liberty is in conformity with the law, and that the existence of a disability shall in no case justify a deprivation of liberty.

2. States Parties shall ensure that if persons with disabilities are deprived of their liberty through any process, they are, on an equal basis with others, entitled to guarantees in accordance with international human rights law and shall be treated in compliance with the objectives and principles of the present Convention, including by provision of reasonable accommodation.

Article 21 Freedom of expression and opinion, and access to information

States Parties shall take all appropriate measures to ensure that persons with disabilities can exercise the right to freedom of expression and opinion, including the freedom to seek, receive and impart information and ideas on an equal basis with others and through all forms of communication of their choice, as defined in article 2 of the present Convention, including by :

(a) Providing information intended for the general public to persons with disabilities in accessible formats and technologies appropriate to different kinds of disabilities in a timely manner and without additional cost ;

(b) Accepting and facilitating the use of sign languages, Braille, augmentative and alternative communication, and all other accessible means, modes and formats of communication of their choice by persons with disabilities in official interactions ;

(c) Urging private entities that provide services to the general public, including through the Internet, to provide information and services in accessible and usable formats for persons with disabilities;

(d) Encouraging the mass media, including providers of information through the Internet, to make their services accessible to persons with disabilities;

(e) Recognizing and promoting the use of sign languages.

Article 24 Education

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

   (a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

   (b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

   (c) Enabling persons with disabilities to participate effectively in a free society.

2. In realizing this right, States Parties shall ensure that:

   (a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;

   (b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

   (c) Reasonable accommodation of the individual's requirements is provided;

   (d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

(e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

(a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

(b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

(c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

Article 25 Health

States Parties recognize that persons with disabilities have the right to the enjoyment of the highest attainable standard of health without discrimination on the basis of disability. States Parties shall take all appropriate measures to ensure access for persons with disabilities

to health services that are gender-sensitive, including health-related rehabilitation. In particular, States Parties shall:

(a) Provide persons with disabilities with the same range, quality and standard of free or affordable health care and programmes as provided to other persons, including in the area of sexual and reproductive health and population-based public health programmes;

(b) Provide those health services needed by persons with disabilities specifically because of their disabilities, including early identification and intervention as appropriate, and services designed to minimize and prevent further disabilities, including among children and older persons;

(c) Provide these health services as close as possible to people's own communities, including in rural areas;

(d) Require health professionals to provide care of the same quality to persons with disabilities as to others, including on the basis of free and informed consent by, inter alia, raising awareness of the human rights, dignity, autonomy and needs of persons with disabilities through training and the promulgation of ethical standards for public and private health care;

(e) Prohibit discrimination against persons with disabilities in the provision of health insurance, and life insurance where such insurance is permitted by national law, which shall be provided in a fair and reasonable manner;

(f) Prevent discriminatory denial of health care or health services or food and fluids on the basis of disability.

Article 26 Habilitation and rehabilitation

1. States Parties shall take effective and appropriate measures, including through peer support, to enable persons with disabilities to attain and maintain maximum independence, full physical, mental, social and vocational ability, and full inclusion and participation in all aspects of life. To that end, States Parties shall organize, strengthen and extend comprehensive habilitation and rehabilitation services and programmes, particularly in the areas of health, employment, education and social services, in such a way that these services and programmes:

   (a) Begin at the earliest possible stage, and are based on the multidisciplinary assessment of individual needs and strengths;

(b) Support participation and inclusion in the community and all aspects of society, are voluntary, and are available to persons with disabilities as close as possible to their own communities, including in rural areas.

2. States Parties shall promote the development of initial and continuing training for professionals and staff working in habilitation and rehabilitation services.

3. States Parties shall promote the availability, knowledge and use of assistive devices and technologies, designed for persons with disabilities, as they relate to habilitation and rehabilitation.

Check Your Progress-2

Refer to the points in the Self Learning Material.

1.4.6. Unit - end Exercises

1. Give details of the issues related to disabled children in the document of United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and Education for All.

1.4.7. References

1. Report: http://www.unesco.org/en/efareport. This report has been replaced by the Global Education Monitoring Report.[4]

2. ‘‘The EFA movement’’. *United Nations Educational, Scientific and Cultural Organization. Retrieved 11 Sep. 2010.*

3. United Nations Educational, Scientific and Cultural Organization (2002), EFA global monitoring report, UNESCO Pub, retrieved 19 October 2015

4. Education For All - International Coordination, UNESCO.

5. World Declaration on Education For All: Meeting Basic Learning Needs (“Jomtien Declaration”)

6. Education For All Global Monitoring Report

7. {http://en.unesco.org/gem-report/ Global Education Monitoring Report]

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Block 1 : Understanding Inclusion in Education

Unit 5: National Focus - Constitutional Obligations for Education of Diverse Groups; NPE (1986-92); RCI Act 1992; PWD Act, 1995; National Policy for PWD, 2006; NCF 2005 and NFG paper; SSA, RMSA, National Commission on Minority Education Institutions(NCMEI); and the National Commission for Education of SC, ST.

Structure

1.5.1. Learning Objectives

1.5.2. Introduction

1.5.3 Learning Points and Learning Activities

1.5.3.1. National Focus Part I : Constitutional Obligations for Education of Diverse Groups

NPE (1986 -92); PWD Act (1995); National Policy for PWD (2006); Revised PWD Bill (2012); RCI Act

Check Your Progress - 1

1.5.3.2. National Focus Part II: NCF (2005); NFG paper; SSA; RMSA

Check Your Progress - 2

1.5.3.3. National Focus Part III: National Commission on Minority Education Institutions (NCMEI) and National Commission for Education of SC, ST

Check Your Progress - 3

1.5.4 Let us Summarise

1.5.5 Answers to 'Check Your Progress - 1, 2, and 3'

1.5.6 Unit end Exercises

1.5.7 References

1.5.1 Learning Objectives

After going through this Unit, the student teachers will be able to-

- Explain the issues related to the education of people with disability in different documents like Constitutional Obligations for Education of Diverse Groups
- NPE (1986 -92); PWD Act (1995); National Policy for PWD (2006); Revised PWD Bill (2012); RCI Act.
- Explain the issues related to the education of people with disability in different documents like NCF (2005); NFG paper; SSA; RMSA
- Explain the issues related to the education of people with disability in different documents like National Commission on Minority Education Institutions (NCMEI) and National Commission for Education of SC, ST.
- Identify the educational implications of these recommendations.

1.5.2 Introduction

Education plays a vital role in shaping a society. The vision of a country as well as its constitutional commitments is reflected in its policy and thus, directs the society to respond to it. The inequality and diversity of the Indian society is reflected in the directives of its Constitution which provide contemporary measures with a view to do away with the historical wrongs committed against different marginalised/disadvantaged groups of its citizens. Since Indian society is an inclusive society, any policy of education has to be inclusive.

In this unit, we are going to study the various initiatives taken by the Constitutional Acts coming under various programmes like NPE (1986-92),PWD Act, 1995, National Policy for PWD, 2006, revised PWD Bill 2012, RCI Act, NCF 2005 and NFG paper, SSA, RMSA, National Commission on Minority Education Institutions(NCMEI), and the National Commission for Education of SC,ST for the education of the disabled . Let us go through them one by one and understand their concerns about including children with disabilities in mainstream education.

1.5.3. Learning Points and Learning Activities

1.5.3.1. National Focus Part I :

(I) Constitutional Obligations for Education of Diverse Groups

Since we are the citizens of this great nation of India, we all know that the prevalent challenge of our nation is diversity. India is undoubtedly an example of a multilingual,

multi-religious and multicultural developing nation. It is the land of myriad languages, cultures, and ethnic groups. Diversity is a strength in itself, but transforms into a problematic issue when coexist with justice, equality and equal opportunity. India is extremely sensitive to the importance of recognising, protecting, and promoting cultural differences. She is the amalgamation of diverse sub-cultures and traditions that are millennia old. This unit tries to focus on the constitutional provisions of India in relation to this diversity in terms of caste, religion, and multiculturalism. This unit also attempts to highlight the educational policies of India by addressing cultural diversity in different levels of education, viz., elementary, secondary, higher, and teacher education.

Constitutional Obligations / Provisions for Education of Diverse Groups of India

India is the largest democratic country in the world which recognises and provides the right of cultural collectivities, that is, the diverse religious and linguistic communities living in the country. The Constitution of India has embodied a number of Fundamental Rights in Part III of the Constitution to safeguard individual liberty and also to ensure social, economic, and political justice for every member of the community.

Children from diverse cultural and social backgrounds have the right to free and compulsory education guaranteed under Article 21A and the Right to Education Act, 2009.

Article 21A says that, "The State shall provide free and compulsory education to all children of the age of six to fourteen years".

Article 46 provides special care to the promotion of education and economic interests of the Scheduled Caste, Scheduled Tribes, and the weaker sections of society.

The Constitution directs every State to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups (Article 350A).

Article 29 and Article 30 of the Indian Constitution provide cultural and educational right to the minorities. Article 29 (1) says that, "any section of the citizens residing in the territory of India or any part of there of having a distinct language, script or culture of its own shall have right to conserve the same."

It further says that "no citizen shall be denied admission into any educational institution maintained by the state or received out of state funds on grounds of religion, race, caste, language or any of them."

Article 29(2) and Article 30 of the constitution provides protection to the linguistic and religious minorities of the society. It says that all minorities whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

It further says that the State for granting aid to educational institutions shall not discriminate against any educational institutions on the ground that is under the management of a minority, whether based on religion or language.

Article 15(1) of the Constitution says that, "state shall not discriminate against any citizen on grounds of any religion, race, caste, sex, place of birth or any of them". It further states that, "no citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to access and use of public places" [Article 15(2)].

Article 16 (1) provides that there shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State.

No citizen shall on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them, be ineligible for, or discriminated against in respect of any employment or office under the State [Article 16(2)].

The Constitution of India also prescribes duties for its citizens. One of the duties, as mentioned in Article 51A, says that it shall be duty of every citizen to promote harmony and the spirit of common brotherhood amongst all people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women (Clause 5), and to value and preserve the rich heritages of our composite culture (Clause 6).

(II) National Policy on Education (1986-92)

As you all know that the National Policy on Education is an extensive document that covers all aspects of education from elementary to university level, and even adult education. Below are given some observations and recommendations of NPE in relation to the education of disadvantaged and disabled people.

a) Education of Scheduled Castes/ Scheduled Tribes and Other Backward Sections :

The Central focus in educational development of SC/ST is their equalisation with the non-SC/ST population at all stages and levels of education. To this

end, cent per cent enrolment of SC/ST children in the age group 6-11 (classes I-V), ensuring their retention in school leading to satisfactory completion of the primary stage of education or its equivalent through the non-formal stream has to be achieved by 1990.

b) Minorities Education

The National Policy on Education 1986 states that "Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interest of equality and social justice. This will naturally include the constitutional guarantees given to them to establish and administer their own educational institutions, and protection to their languages and culture. Simultaneously, objectivity will be reflected in the preparation of text books and in all school activities, and all possible measures will be taken to promote an integration based on appreciation of common national goals and ideals, in conformity with the core curriculum."

c) Education of the Handicapped

The NPE stipulates that wherever possible education of children with locomotor handicap and other mild handicaps will be common with that of others. The children with severe handicaps are proposed to be enrolled in special schools with hostels at district headquarters. Appropriate arrangements for pre-school preparation for the handicapped children and vocational preparation in common with others as well as in special vocational centres have also been envisaged.

The following provisions including incentives are proposed :

i) Provision of aids and appliances in the area to be covered.

ii) Adequate, provision for the payment of transportation allowance (Rs.50/- per month).

iii) Provision for capital cost for the purchase of school rickshaw in rural area to an institution which has at least 10 handicapped children.

iv) Removal of architectural barriers in school building where at least 10 handicapped children are enrolled.

v) Supply of text books and uniforms free of cost as given to scheduled caste and scheduled tribe students.

vi) Attendance incentives like other special groups like girls and ST children.

vii) Arrangements for the preparation of these children in Early Childhood Centres for education in schools.

viii) Provision for admission of children older than the eligibility (up to 8-9 years instead of 6 years). it is essential in the transitional phase of the provision. Extended preparation from schooling also necessitates this provision.

d) Adult Education

NPE envisages that adult education would be a means for reducing economic, social and gender disparities. The principal aim of the new National Programme of Adult Education (NPAE) is to provide education including literacy, to the population in 15-35 age-group, which numbers about 100 million. Previous experience has brought out that programmes of literacy can become meaningful only when they come along with a package comprising practical information and skills relevant to day-to-day needs of learners. NPAE would, therefore, inter alia, lay emphasis on skill development, and creation of awareness among the learners of the national goals, of development programmes for liberation from oppression.

(III) Rehabilitation Council of India Act 1992

Another important legislation which came into being in 1992, prior to the PWD Act, was the Rehabilitation Council of India Act. The RCI was set -up in 1986 as a registered society, which became a statutory body on June 22, 1993. The RCI Act was further amended in 2000 by the Parliament to make it broader- more based. It has the mandate to regulate and monitor services given to persons with disabilities, to standardise syllabi, and maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education.

Rehabilitation Council of India

The rehabilitation of persons with disabilities in India has been receiving attention during the last five decades since independence. Hardly any planned efforts were made in this field for developing trained manpower which could help in the rehabilitation of persons with disabilities in India. The year 1981 was declared as the 'International Year of the Disabled Persons (IYDP)' by the United Nations. This was a good and welcome beginning as it a means to arouse public understanding and awareness before embarking upon a whole programme of activities to be spread over a period of years. Lack of appropriate trained manpower has been one of the major constraints in the expansion of rehabilitation services

in the country. The training programmes in the field of rehabilitation/special education were isolated and ad-hoc in nature, with no standard syllabi. There was no uniformity in the teaching curriculum run by various institutions at the Under-Graduate, Graduate, and Post-Graduate levels. It was, therefore, decided by the Government of India in 1986 to set-up a Rehabilitation Council to be responsible for:

(i) training policies and programmes ;

(ii) to standardise the training courses for professionals dealing with persons with disabilities;

(iii) to grant recognition to the institutions running these training courses;

(iv) to maintain a Central Rehabilitation Register of the rehabilitation professionals; and

(v) to promote research in Rehabilitation and Special Education.

In order to give statutory powers to the Council for carrying out its duties effectively, the Rehabilitation Council of India Act, 1992, was passed by the Parliament which came into force with effect from 22nd June 1993.

Objectives of the Council

- To regulate the training policies and programmes in the field of rehabilitation of persons with disabilities.
- To bring about standardisation of training courses for rehabilitation professionals/personnel dealing with persons with disabilities.
- To prescribe minimum standards of education and training in the field of rehabilitation uniformly throughout the country.
- To regulate these standards in all training institutions uniformly throughout the country.
- To recognise foreign degrees/diplomas/certificates in the field of rehabilitation awarded by Universities/Institutions on reciprocal basis.
- To maintain Central Rehabilitation Register of professionals/ personnel possessing the recognised rehabilitation qualifications.
- To collect information on regular basis, on education and training in the field of rehabilitation of persons with disabilities from institutions in India and abroad.

- To encourage continuing rehabilitation education by way of collaboration with organisations working in the field of rehabilitation of persons with disabilities.

- To promote research in rehabilitation and special education.

(IV) Persons with Disabilities Act, 1995

In India, the first concrete step towards ensuring full participation of persons with disabilities in nation building was the Persons with Disabilities (Equal Opportunities, Full Participation and Protection of Rights) Act, 1995.The Government of India has put in to place an Act for the disabled to make sure that they also form an important part of nation building. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 came into force on February 7, 1996. It is a significant step, which ensures equal opportunities for people with disabilities. The Act provides for both the preventive and promotional aspects of rehabilitation like education, employment and vocational training, reservation, research and manpower development, creation of barrier-free environment, rehabilitation of persons with disability, unemployment allowance for the disabled, social security, non-discrimination, special insurance scheme for the disabled employees and establishment of homes for persons with severe disability, etc. Seven categories of disability are covered in the legislation, namely, “blindness,” “low vision,” “leprosy cured,” “hearing impairment,” “locomotor disability,” “mental retardation”, and “mental illness”.

The PWD Act requires the Central, State, and Union Territory Governments to ensure that all children with disabilities have access to a “free and appropriate” education until the age of 18 years. It also calls upon these three tiers of Government to promote “inclusive education”. The Act outlines a comprehensive education scheme to provide transportation facilities, remove architectural barriers, supply free books and other study materials, grant scholarships, restructure curriculum, and modify the examination system for the benefit of children with special needs. The main provisions of the Act are:

Prevention and Early Detection of Disabilities

- Surveys, investigations, and research shall be conducted to ascertain the cause of occurrence of disabilities;

- Various measures shall be taken to prevent disabilities. Staff at the Primary Health Centre shall be trained to assist in this work;

- All the children shall be screened once in a year for identifying ‘at-risk’ cases;

- Awareness campaigns shall be launched and sponsored to disseminate information; and
- Measures shall be taken for pre-natal, peri natal, and post-natal care of the mother and child.

Education

Every child with disability shall have the rights to free education until the age of 18 years in integrated schools or special schools.

- Appropriate transportation, removal of architectural barriers and restructuring of modifications in the examination system shall be ensured for the benefit of children with disabilities;
- Children with disabilities shall have the right to free books, scholarships, uniform and other learning material;
- Special Schools for children with disabilities shall be equipped with vocational training facilities;
- Non-formal education shall be promoted for children with disabilities;
- Teachers' Training Institutions shall be established to develop requisite manpower; and
- Parents may move to an appropriate forum for the redressal of grievances regarding the placement of their children with disabilities.

Employment

3% of vacancies in government employment shall be reserved for people with disabilities, and 1% each for the persons suffering from:

- Blindness or Low Vision,
- Hearing Impairment, and
- Locomotor Disabilities and Cerebral Palsy, Suitable schemes shall be formulated for:
- The training and welfare of persons with disabilities;

- The relaxation of upper age limit;
- Regulating the employment; and
- Health and Safety measures and creation of a non- handicapping environment in places where persons with disabilities are employed.

Government Educational Institutes and other Educational Institutes receiving grant from the Government shall reserve at least 3% seats for people with disabilities. No employee can be sacked or demoted if they become disabled during service, although they can be moved to another post with the same pay and condition. No promotion can be denied because of impairment.

Affirmative Action

Aids and appliances shall be made available to the people with disabilities.

Allotment of land shall be made at concessional rates to the people with disabilities for:

- House,
- Business,
- Special Recreational Centres,
- Special Schools,
- Research Schools, and
- Factories by Entrepreneurs with Disability.

Non-Discrimination

- Public building, rail compartments, buses, ships, and air-crafts will be designed to give easy access to the disabled people.
- In all public places and in waiting rooms, the toilets shall be wheel chair accessible.
- Braille and sound symbols are also to be provided in all elevators (lifts).
- All the places of public utility shall be made barrier- free by providing ramps.

Research and Manpower Development

- Research in the following areas shall be sponsored and promoted:
- Prevention of disability,
- Rehabilitation including community- based rehabilitation,
- Development of Assistive Devices,
- Job Identification,
- On- site modification of offices and factories, and
- Financial assistance shall be made available to universities, other institutions of higher learning, professional bodies and non-government research units or institutions, for undertaking research for special education, rehabilitation, and manpower development.

Social Security

- Financial assistance to non-government organisations for the rehabilitation of persons with disabilities;
- Insurance coverage for the benefit of government employees with disabilities; and
- Unemployment allowance to people with disabilities, who are registered with the special employment exchange for more than a year and could not find any gainful occupation.

Grievance Redressal

In case of violation of the rights as prescribed in this Act, people with disabilities may move an application to the -

- Chief Commissioner for Persons with Disabilities in the Centre, or
- Commissioner for Persons with Disabilities in the State.

Now moving further, let us see what other policies have been recommended for the upliftment and in support of disabled children. We will move on to the next policy, that is, the National Policy for PWD.

(V) National Policy for PWD (2006)

The Government of India formulated the National Policy for Persons with Disabilities in February 2006 which deals with Physical, Educational & Economic Rehabilitation of persons with disabilities. In addition, the policy also focuses upon rehabilitation of women and children with disabilities, barrier free environment, social security, research etc.

The National Policy recognizes that Persons with Disabilities are valuable human resource for the country and seeks to create an environment that provides them equal opportunities, protection of their rights and full participation in society. Let us discuss the focus and implementation strategies of the policy.

Focus of the policy:

The focus of the policy is on the following

1. **Prevention of Disabilities** - Since disability, in a large number of cases, is preventable, the policy lays a strong emphasis on prevention of disabilities. It calls for programme for prevention of diseases, which result in disability and the creation of awareness regarding measures to be taken for prevention of disabilities during the period of pregnancy and thereafter to be intensified and their coverage expanded.

2. **Rehabilitation Measures** - Rehabilitation measures can be classified into three distinct groups :

- Physical rehabilitation, which includes early detection and intervention, counselling & medical interventions and provision of aids & appliances. It will also include the development of rehabilitation professionals.

- Educational rehabilitation including vocational education and

- Economic rehabilitation for a dignified life in society.

3. Women with disabilities - Women with disabilities require protection against exploitation and abuse. Special programmes will be developed for education, employment and providing of other rehabilitation services to women with disabilities keeping in view their special needs. Special educational and vocation training facilities will be setup. Programmes will be undertaken to rehabilitate abandoned disabled women/ girls by encouraging their adoption in families, support to house them and impart them training for gainful employment skills. The Government will encourage the projects where representation

of women with disabilities is ensured at least to the extent of twenty five percent of total beneficiaries.

4. Children with Disabilities - Children with disabilities are the most vulnerable group and need special attention. The Government would strive to: -

- Ensure right to care, protection and security for children with disabilities;
- Ensure the right to development with dignity and equality creating an enabling environment where children can exercise their rights, enjoy equal opportunities and full participation in accordance with various statutes.
- Ensure inclusion and effective access to education, health, vocational training along with specialized rehabilitation services to children with disabilities.
- Ensure the right to development as well as recognition of special needs and of care, and protection of children with severe disabilities.

Barrier-free environment - Barrier-free environment enables people with disabilities to move about safely and freely, and use the facilities within the built environment. The goal of barrier free design is to provide an environment that supports the independent functioning of individuals so that they can participate without assistance, in everyday activities. Therefore, to the maximum extent possible, buildings / places / transportation systems for public use will be made barrier free.

Issue of Disability Certificates - The Government of India has notified guidelines for evaluation of the disabilities and procedure for certification. The Government will ensure that the persons with disabilities obtain the disability certificates without any difficulty in the shortest possible time by adoption of simple, transparent and client-friendly procedures.

Social Security - Disabled persons, their families and care givers incur substantial additional expenditure for facilitating activities of daily living, medical care, transportation, assistive devices, etc. Therefore, there is a need to provide them social security by various means. Central Government has been providing tax relief to persons with disabilities and their guardians. The State Governments / U.T. Administrations have been providing unemployment allowance or disability pension. The State Governments will be encouraged to develop a comprehensive social security policy for persons with disabilities.

Promotion of Non-Governmental Organizations (NGOs) - The National Policy recognizes the NGO sector as a very important institutional mechanism to provide affordable

services to complement the endeavors of the Government. The NGO sector is a vibrant and growing one. It has played a significant role in the provisions of services for persons with disabilities. Some of the NGOs are also undertaking human resource development and research activities. Government has also been actively involving them in policy formulation, planning, implementation, monitoring and has been seeking their advice on various issues relating to persons with disabilities. Interaction with NGOs will be enhanced on various disability issues regarding planning, policy formulation and implementation. Networking, exchange of information and sharing of good practices amongst NGOs will be encouraged and facilitated. Steps will be taken to encourage and accord preference to NGOs working in the underserved and inaccessible areas. Reputed NGOs shall also be encouraged to take up projects in such areas.

Collection of regular information on Persons with Disabilities - There is a need for regular collection, compilation and analysis of data relating to socio-economic conditions of persons with disabilities. The National Sample Survey Organization has been collecting information on Socio-economic conditions of persons with disabilities on regular basis once in ten years since 1981. The Census has also started collection of information on persons with disabilities from the Census-2001. The National Sample Survey Organization will have to collect the information on persons with disabilities at least once in five years. The differences in the definitions adopted by the two agencies will be reconciled.

Research - For improving the quality of life of persons with disabilities, research will be supported on their socio-economic and cultural context, cause of disabilities, early childhood education methodologies, development of user-friendly aids and appliances and all matters connected with disabilities which will significantly alter the quality of their life and civil society's ability to respond to their concerns. Wherever persons with disabilities are subjected to research interventions, their or their family member or caregiver's consent is mandatory.

Sports, Recreation and Cultural life - The contribution of sports for its therapeutic and community spirit is undeniable. Persons with disabilities have right to access sports, recreation and cultural facilities. The Government will take necessary steps to provide them opportunity for participation in various sports, recreation and cultural activities.

Responsibility for implementation

- The Ministry of Social Justice & Empowerment will be the nodal Ministry to coordinate all matters relating to the implementation of the Policy.

- An inter-ministerial body to coordinate matters relating to implementation of National Policy will be formed. All stakeholders including prominent NGOs, Disabled Peoples Organizations, advocacy groups and family associations of parents / guardians, experts and professionals will also be represented on this body. Similar arrangements will be encouraged at the State and Districts levels. Panchayati Raj Institutions and Urban Local Bodies will be associated in the functioning of the District Disability Rehabilitation Centres' District Level Committees to coordinate the matters relating to the implementation of the policy.

- The Ministries of Home Affairs, Health & Family Welfare, Rural Development, Urban Development, Youth Affairs & Sports, Railways, Science & Technology, Statistics & Programme Implementation, Labour, Panchayati Raj and Departments of Elementary Education & Literacy, Secondary & Higher Education, Road Transport & Highways, Public Enterprises, Revenue, Women & Child Development, Information Technology and Personnel & Training will setup necessary mechanism for implementation of the policy. A five-year perspective Plan and annual plans setting targets and financial allocations will be prepared by each Ministry / Department. The annual report of these Ministries / Departments will indicate progress achieved during the year.

- The Chief Commissioner for Disabilities at Central level and State Commissioners at the State level shall play key role in implementation of National Policy, apart from their statutory responsibilities.

- Panchayati Raj Institutions will play a crucial role in the implementation of the National Policy to address local level issues and draw up suitable programmes, which will be integrated with the district and State plans. These institutions will include disability related components in their projects.

- Infrastructure created during the course of implementation will be required to be maintained and effectively used for a long period. The community should take a leading role in generating resources within themselves or through mobilization from private sector organizations to maintain the infrastructure and also to meet the running cost. This step will not only reduce the burden on state resources but will also create a greater sense of responsibility among the community and private entrepreneurs.

- Every five years a comprehensive review will be done on the implementation of the National Policy. A document indicating status of implementation and a roadmap for five years shall be prepared based on the deliberations in a national level convention. State Governments and Union Territory administrations will be urged to take steps for drawing up State Policy and develop action plan.

Check Your Progress - 1

I Answer the following in brief.

1. Mention any two provisions made by NPE-1986-92

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2. Expand PWD and mention the year of enforcement of the Act.

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3. Highlight any three important provisions made for education in the PWD Act.

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4. What are the recommendations made by the revised PWD Bill 2012 related to education.

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5. State any three important objectives of RCI.

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1.5.3.2. National Focus: Part II :

(I) National Curriculum Framework (NCF 2005)

The **National Curriculum Framework (NCF 2005)** is one of the four National Curriculum Frameworks published in 1975, 1988, 2000, and 2005 by the National Council of Educational Research and Training NCERT in India.

The Framework provides for making syllabi, textbooks and teaching practices within the school education programmes in India. The NCF 2005 draws its policy basis from earlier government reports on education as Learning Without Burden and National Policy of Education 1986-1992 and focus group discussion. After wide ranging deliberations, the National Focus Group Position Papers were developed under the aegis of the NCF-2005. The position papers provided inputs for the formulation of NCF-2005.

Main Features of NCF 2005

The NCF 2005 document has made following recommendations and changes **related to Inclusive System of Education.**

- A policy of inclusion needs to be implemented in all schools and throughout our education system.
- The participation of all children needs to be ensured in all spheres of their life in and outside the school.
- Schools need to become centres that prepare children for life and ensure that all children, especially the differently abled, children from marginalised sections, and children in difficult circumstances get the maximum benefit of this critical area of education.
- Excellence and ability may be singled out for appreciation, but at the same time opportunities need to be given to all children and their specific abilities need to be recognised and appreciated.

- Children with disabilities, who may need assistance or more time to complete their assigned tasks should be addressed by the teacher. While planning for such activities, the teacher should ensure that each child is given an opportunity to contribute.

- Teacher plays an important role in ensuring the participation of all. It becomes important on the part of the teacher to allow children to make errors and mistakes, to remain an integral part of the learning process, and remove the fear of not achieving 'full marks'.

- The ideal of common schooling advocated by the Kothari Commission four decades ago continues to be valid as it reflects the values enshrined in our Constitution.

Hence, it can be concluded by highlighting the conceptual principles of Inclusiveness in Schools as recommended by NCF 2005, that,

- Inclusive Education is about embracing all.
- Disability is a social responsibility – accept it.
- No selection procedures to be adapted for denying admission to learners with disabilities.
- Children do not fail, they only indicate failure of the school.
- Accept difference …celebrate diversity.
- Inclusion is not confined to the disabled. It also means non-exclusion.
- Handicap is a social construct, deconstruct handicap.
- Make provisions – not restrictions, adjust to the needs of the child.
- Remove physical, social and attitudinal barriers.
- Partnership is our strength such as School-community; School-teachers; teachers-teachers; teachers-children; children-children; teachers-parents; school systems and outside systems.
- All good practices of teaching are practices of inclusion.
- Learning together is beneficial for every child.
- Support services are essential services.
- If you want to teach, learn from the child. Identify strengths and limitations.
- Inculcate mutual respect and inter-dependence.

Inclusive Education to be given priority and flexibility to follow a curriculum to suit the need of every student, irrespective of students having disabilities. A policy of inclusion needs to

be implemented in all schools and throughout our education system.

(II) National Focus Group Paper

This National Focus Group Paper was evolved by an expert team in the field of education. The paper discusses the issues relating to the provisions, practices and curricular concerns for children with Special Educational Needs (SEN). Though SEN may result from a number of factors, in this paper is concerned with those arising from physical, sensory and intellectual disabilities

The following are the major recommendations of this Focus Group.

- Make all early education and care programmes (from 0–6 years) sensitive and responsive to the special needs of children, including training of Anganwadi workers in identification of needs of the children with disabilities, use of age-appropriate play and learning materials and the counselling of parents.

- Make all schools inclusive by:

  -Enforcing without exception the neighbourhood school policy

  - Removing physical barriers

  -Reviewing barriers created by admission procedures (screening, identification, parental interaction, selection and evaluation), this should include private schools

  -Building the capacity of teachers to function in an inclusive setting

  -Making the curriculum flexible and appropriate to accommodate the diversity of school children including those with disability in both cognitive and noncognitive areas

  -Making support services available in the form of technology (including ICT), teaching–learning materials and specialists

  -Involving parents, family, and the community at all stages of education

- Gear all teacher education programmes (both pre-service and in-service) to developing the pedagogical skills required in inclusive classrooms. Correlate the style of teaching to the learning styles of all children.

- Mobilise special schools as resource centres that provide support to inclusive schools.

- Develop partnerships with institutions of higher learning, governmental organisations, and NGOs to promote participation of children with disabilities in all aspects of education.

- Reduce class size to a maximum of 30 students and a maximum of 20 in case the class includes children with SEN.

- Make the class teacher responsible for all the children in the class. In case special support is required on account of SEN, this should be in the form of assistance to the class teacher.

- Regard all special teachers in a given school as full-fledged members of the school community.

- Make all curriculum-related policies and programmes inclusive in nature to effectively address issues related to the education of children with SEN.

- Develop perspective and skills in all administrators, including school principals, for planning and executing programmes based on the philosophy of inclusion.

- Develop strengths and abilities of all children rather than highlighting limitations.

- Recognising diversity among learners, the medium of instruction should include sign language for children with hearing impairment, and Braille for children with visual impairment. At the same time as an optional subject/third language, learning of sign language, Braille, finger Braille, etc. should be introduced for all children

  To promote self-reliance and enable children to acquire coping skills, the emphasis of inclusive education must be on inculcating independent living skills, critical thinking, decision making and problem-solving skills, and articulation of their concerns.

- To facilitate the acquisition of integrated knowledge in children the single teacher class system up to Class V should be adopted.

- For effective delivery of education in the inclusive mode, all teacher education (inservice and pre-service) must be restructured.

- Education must aim at developing a system by which abstract concepts are effectively communicated to children with varying learning styles, including those using sign language, Braille, etc.

- To inculcate respect for diversity and the concept of an inclusive society the teacher education programmes and the curriculum framework should incorporate a component of human rights education.

- To nurture all aspects of the personality, viz., cognitive, affective, and connotative—games, dance, drama, music, and art and craft must be given equal importance and value.

- Admission, retention, and full participation of children in all aspects of education, must not be subject to any criteria based on assessment tests and judgment by professionals and experts, including psycho-medical certificates.

- No child with disabilities should be asked to produce certificates either for admission, examination, getting support facilities/ scholarships, etc.

- Reject the policy of failing students vis-à-vis enabling each child to overcome perceived difficulties.

  Make sign language the medium of instruction for the hearing impaired and Braille for the visually impaired in view of the diversities.

- Interpret SEN more broadly and do not restrict its interpretation to the definitions given in the PWD Act.

(III) SarvaShiksha Abhiyaan

Different measures have been adopted at the global and national level by the government to give effect to the right to education of Children with Special Needs. Sarva Shiksha Abhiyan is an effort to universalise elementary education by community –ownership of the school system. It is in response to the demand for quality basic education all over the country. SSA programme is also an attempt to provide an opportunity for improving human

capabilities in all children, through provision of community-owned quality education in a mission mode.

RTE - SSA's Policy on Inclusion - Policy Interventions

SSA ensures that every child with special needs, irrespective of the kind, category, and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a ***zero-rejection policy.*** This means that no child having special needs should be deprived of the right to education and taught in an environment, which is best suited to his/her learning needs. These include special schools, Education Guarantee Scheme and Alternative and Innovative Education, or even home-based education**.** The major thrust of SSA is on inclusion or mainstreaming CWSN into the fabric of formal elementary schooling. Experiences of programmes like DPEP and various research findings have shown that inclusion is best determined by the individual needs of the child. Most children with special needs can be enrolled and retained in regular schools if adequate resource support is provided to them, whereas there are others who might have to be provided some kind of pre-integration programmes, before they can be mainstreamed in a classroom. There might also be still some CWSN with severe profound disabilities, who would require an educational programme and intensive specialised support. Every child with special needs should be placed in the neighbourhood schools, with needed support services. Children with special needs are required to be facilitated to acquire certain skills that will enable them to access elementary education as envisaged in the Act. For instance, they may need mobility training, training in Braille, sign language, postural training, etc. Thus, school preparedness of children with special needs must be ensured by providing 'special training' as envisaged in the RTE Act. This training may be residential, non- residential or even home- based, as per their specific requirements. The existing non- formal and alternate schooling (including home - based education) options for children with disabilities can be recast as 'special training'. This means that (a) all children with special needs who are not enrolled in schools or have dropped out, will first be enrolled in a neighbourhood school in an age appropriate grade, and (b) they will be entitled to 'special training' through regular teachers or teachers specifically appointed for the purpose.

Thus, SSA has adopted a more expansive and a broad-based understanding of the concept of inclusion, wherein a multi-option model of educating CWSN is being implemented. The dual objective of embracing this model is to bring more CWSN under the umbrella of SSA and to provide to CWSN appropriate need -based skills, be it vocational, functional literacy or simply activities of daily living. Further, an attempt is being made to provide these skills in the most appropriate learning environment.

Provisions for CWSN under SSA

SSA provides up to Rs.3000/- per child for the inclusion of disabled children, as per specific proposal, per year. A district plan for children with special needs is formulated within the Rs.3000/- per child norm, with Rs. 1000/- earmarked exclusively for engagement of resource teachers. The interventions under SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement, preparation of Individualised Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, research, monitoring and evaluation, and a special focus on girls with special needs.

(IV) RMSA

RMSA is a major scheme launched in March 2009 with the vision of making secondary *education* of good quality available, accessible and affordable to all young persons in the age group of 15-16 years. The objective of the scheme is to enhance access and improve quality of *education* at secondary stage, while ensuring equity.

The Rashtriya Madhyamik Shiksha Abhiyaan (RMSA) is aimed at expanding and improving the standards of secondary education classes VIII to X. The RMSA will also take secondary education to every corner of the country by ensuring a secondary school (up to Class X) within a radius of 5 km for every neighbourhood. RMSA is the most recent initiative of the Government of India to achieve the goal of Universalisation of Secondary Education (USE).

The scheme envisages enhancing the enrolment for Classes IX-X by providing a secondary school within a reasonable distance of every habitation, improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removal of gender bias, socio-economic and disability barriers, universal access to secondary level education by 2017, and universal retention by 2020.

The Centrally Sponsored Schemes, viz., ICT at Schools, Girls' Hostel, Inclusive Education for Disabled at Secondary Stage and Vocational Education were subsumed under the RMSA in 2013-14. The subsuming of these schemes under the RMSA will lead to significant financial savings and administrative rationalisation of the provisions under the schemes which, on the one hand would add to the fund availability under RMSA and on the other hand, since interventions under these schemes extend to aided schools as also cover the segment of higher secondary, provide for convergence -based implementation of RMSA. These are now integrated components of the RMSA.

Though the benefits to aided schools will be limited to the current interventions under the other schemes and to the exclusion of the core components of the existing RMSA provisions, at the State level, the convergence would lead to integrated and inclusive (aided schools and higher secondary classes) planning and implementation.

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10. This Scheme replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and provides assistance for the inclusive education of the disabled children in Classes IX-XII. This scheme is now subsumed under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013.

The main aims and objectives of the Rashtriya Madhyamik Shiksha Abhiyan are as follows:

1. To enable all students with disabilities, to pursue further four years of secondary schooling after completing eight years of elementary schooling in an inclusive and enabling environment.

2. To improve the quality of education imparted at secondary level by making all secondary schools conform to prescribed norms.

3. To remove gender, socio-economic, and disability barriers.

4. Universal access to secondary level education by 2017, i.e., by the end of the XII Five- Year Plan.

5. Girls with the disabilities receive special focus to help them gain access to secondary schools.

6. Universal retention of students by 2020.

The RMSA not only emphasises on providing secondary education for the special focus groups that include Scheduled Tribes and Scheduled Castes, minority girls, and CWSN children, but it also gives importance on removing the existing disparities in socio-economic and gender background in the secondary level of education. They are termed as the vulnerable/ disadvantaged group. Certain strategies were implemented to provide free access towards secondary education as follows:

1. Identification of the disadvantaged groups: For this purpose, educational indicators like gross enrolment ratio (GER), net enrolment ratio (NER), drop-out rate, retention rate, gender parity index (GPI), gender gap, etc. were analysed.

2. Need assessment: This is the critical step to prepare for the equity plan where the factors affecting the education of this group of children were evaluated with the involvement of the community members, teachers, civil society, etc.

3. Strategising for the addressing gaps: Since there are multiple interwoven factors that cause the unequitable condition in this scenario, the strategy was called to have a set of multi-dimensional activities.

4. Project-based proposal: Development of a project-based strategy enables the RMSA to call for an evidence-based and outcome-oriented strategy.

Check Your Progress - 2

Answer the following in brief.

1. Highlight the recommendations of the NCF 2005 related to the inclusive system of education.

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2. What are the major recommendations of the NFG paper on Inclusive Education Scheme?

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3. Give any two reasons for launching SSA.

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4. Give the full form of RMSA and trace its main focus.

1.5.3.3. National Focus- Part III

(I) National Commission on Minority Education Institutions (NCMEI)

Dear Students, let us now understand about the National Commission on Minority Education. The Constitution of India does not define the word 'Minority', but uses the word 'minorities' by considering two attributes, the religion or language of a person.

The Constitution of India has envisaged a number of rights and safeguards for minorities, To provide equality and to lessen discrimination, various measures have been spelt out in the Fundamental Rights (Part III); Directive Principles of State policy (Part IV), and also the Fundamental Duties (Part IV-A).

The Union Government set - up the National Commission for Minorities (NCM) under the National Commission for Minorities Act, 1992. Six religious communities, viz., Muslims, Christians, Sikhs, Buddhists, Zoroastrians (Parses), and Jains have been notified in the Gazette of India as minority communities by the Union Government. The original notification of 1993 was for five religious communities Sikhs, Buddhists, Parses, Christians, and Muslims.

The National Commission for Minority Educational Institutions was established to protect and safeguard the educational institutions established by the minorities in India.This also ensures the rights of minorities to establish and administer educational institutions of their choice as provided in Article 30 of the Constitution of India.

The National Commission for Minority Educational Institutions (NCMEI) was established for the welfare of the minorities mentioned in the National Common Minimum Programme, and the government established the Commission through an ordinance in November 2004. In January 2005, the ordinance was replaced by an Act.

The Commission is headed by a Chairman, who belongs to a minority community and has been a Judge of a High Court. Two members are nominated by the Central Government. They too must belong to a minority community and must be "persons of eminence, ability and integrity".

Article 30 (Right of minorities to establish and administer educational institutions)

1. All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

2. The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

Functions and Powers

The Commission has the following functions :

1. Evaluate the progress of the development of Minorities under the Union and States.

2. Monitor the working of the safeguards provided in the Constitution and in laws enacted by Parliament and the State Legislatures.

3. Make recommendations for the effective implementation of safeguards for the protection of the interests of Minorities by the Central Government or the State Governments.

4. Look into specific complaints regarding deprivation of rights and safeguards of the Minorities and take up such matters with the appropriate authorities.

5. Case studies to be undertaken into problems arising out of any discrimination against Minorities and recommend measures for their removal.

6. Conduct studies, research and analysis on the issues relating to socio-economic and educational development of Minorities.

7. Suggest appropriate measures in respect of any Minority to be undertaken by the Central Government or the State Governments.

8. Make periodical or special reports to the Central Government on any matter pertaining to Minorities and in particular the difficulties confronted by them.

9. Any other matter which may be referred to it by the Central Government.

The Commission has the following powers :

- Summoning and enforcing the attendance of any person from any part of India and examining him on oath.
- Requiring the discovery and production of any document.
- Receiving evidence on affidavit.
- Requisitioning any public record or copy thereof from any court or office.

Composition of Commission

The Commission shall consist of

- a Chairperson,
- a Vice Chairperson, and
- Five Members to be nominated by the Central Government from amongst persons of eminence, ability and integrity, provided that five members including the Chairperson shall be from amongst the minority communities.

Rights and Safeguards of Minorities

Under Fundamental Rights Part III of Indian Constitution

The Indian state is committed to administer these rights which can be enforced by the judiciary:

1. Right of 'any section of the citizens' to 'conserve' its 'distinct language, script or culture' [Article 29(1)];

2. Right of all Religious and Linguistic Minorities to establish and administer educational institutions of their choice [Article 30(1)]; and

3. Freedom of Minority-managed educational institutions from discrimination in the matter of receiving aid from the State [Article30(2)].

Under Part XVII Official Language of Indian Constitution

1. Rights for any section of population for language spoken by them [Article 347];

2. Provision for facilities of instruction in mother tongue [Article 350A]; and

3. Provisioning a special officer for linguistic minorities and defining his duties [Article 350B].

(II) National Commission for Scheduled Caste and Scheduled Tribes

You are all aware about the provisions made for the SCs and STs in our Constitution. Being a citizen of India, we need to know all this so that we are in a position to create awareness among them and also educate them about the provisions in the Constitution. This will definitely help them to avail the facilities.

The National Commission for Education of SC and ST was created by the 5th Amendment. The 89th Amendment bifurcated it and a National Commission for SCs and STs was created.

The Commission has a Chairman, a Vice Chairman, and three other members. All are appointed by the President and their conditions of service and tenure is determined by the President himself. The tenure is currently for three years. The Chairman has the status of a cabinet minister and the Vice Chairman that of a minister of state.

The main functions of the SCs and STs Commission are as follows :

- To investigate and monitor all matters relating to the constitutional and other legal safeguards for the SCs and STs and to evaluate their working;

- To inquire into specific complaints with respect to the deprivation of rights and safeguards of the SC's and ST's;

- To participate and advise on the planning process of socio-economic development of the SCs and STs and to evaluate the progress of their development under the Union or a state;

- To present to the President, annually and at such other times as it may deem fit, reports upon the working of those safeguards;

- To make recommendations as to the measures that should be taken by the Union or a state for the effective implementation of those safeguards and other measures for the protection, welfare and socio-economic development of the SCs and STs; and

- To discharge such other functions in relation to the protection, welfare and development and advancement of the SCs and STs as the President may, subject to the provisions of any law made by Parliament, by rule specify.

- The Commission submits an annual report to the President. It can submit a report as it may seem right to it. Such a report is tabled by the President in the Parliament along with the action taken on it and the reasons for non- acceptance of advice. Reports belonging to states are sent by the President to the concerned governors who do the same in their respective legislatures.

Provisions made for SCs and STs by the Government:

- Any section of the citizens of India having a distinct language, script or culture of its own shall have the fundamental right to conserve the same.

- This means that if there is a cultural minority which wants to preserve its own language and culture, the State would not by law impose upon it any other culture belonging to the majority of the locality.

- The Constitution directs every State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups and empowers the President to issue proper direction to any State in this behalf (Art. 350A).

- No citizen shall be denied admission into any educational institution maintained by the State or receiving State aid on grounds only of religion, race, caste, language or any of them

  This means that there shall be no discrimination against any citizen on the ground of religion, race, caste or language, in the matter of admission into educational institutions maintained or aided by the State.

- All minorities, whether based on religion or language, shall have the fundamental right to establish and administer educational institutions of their choice.

Every minority community has the right not only to establish its own educational institutions, but also to impart instruction to the children of its own community in its own language.

- The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language
- Educational institutions established by a minority community
- Seats are reserved for these students at all stages of education whether it is conventional, professional or technical education system. Quota guidelines will be decided by the State government based on the lines of Central Government policies.
- Financial support is given for their education in the form of scholarships in order to encourage them to acquire higher education.
- Reservation policies are made by the respective State governments based on the directions of the Central government to see them placed in the different sectors of employment.
- No person can be discriminated against in the matter of public employment, on the ground of Employment. race, religion or caste
- The Constitution makes various special provision for the protection of the interests of the Scheduled Castes and Scheduled Tribes.
- Measures for the advancement of the Scheduled Castes and Scheduled Tribes are exempted [Art. 15(4)] from the general ban against discrimination on the grounds of race, caste, and the like, contained in Art. 15.
- It means that if special provisions are made by the State in favour of the members of these Castes and Tribes, other citizens shall not be entitled to impeach the validity of such provisions on the ground that such provisions are discriminatory against them.
- On the other band, while the rights of free movement and residence throughout the territory of India and of acquisition of property are guaranteed to every Citizen, in the case of members of the Scheduled Castes and Scheduled Tribes

special restrictions may be imposed by the State as may be required for the protection of their interests.

For instance, to prevent the alienation or fragmentation of their property, the State may provide that they shall not be entitled to alienate their property except with the concurrence of an administrative authority or except under specified conditions.

Check Your Progress 3

Answer the following in brief :

1. Give the full form of NCMEI and highlight its role.

_____
_____
_____
_____
_____
_____

2. Elucidate any four functions of the Minority Commission.

_____
_____
_____
_____
_____
_____
_____

3. What are the main functions of National Commission for Scheduled Caste and Scheduled Tribes (Mention any 4).

_____
_____
_____
_____
_____
_____

1.5.4. Let Us Summarise

- India is the largest democratic country in the world which recognises and provides the right of cultural collectivities.
- The Constitution of India has embodied a number of Fundamental Rights in the Part III of the Constitution to safeguard individual liberty and also for ensuring social, economic, and political justice for every member of the community.
- Children from diverse cultural and social backgrounds have the right to free and compulsory education guaranteed under Article 21A and Right to Education Act, 2009.
- The 1992 revised NPE states that the aim of education is to keep intact India's long accepted values of secularism, socialism, democracy, and professional ethics.
- Education is fundamental to the all- round development of a person. The 1992 NPE promises efforts to develop a common school system through 10+2+3 structure. The policy accepts the +2 as part of school education.
- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 came into force on February 7, 1996.
- It is a significant step which ensures equal opportunities for ~~the~~ people with disabilities.
- The Act provides for both the preventive and promotional aspects of rehabilitation like education, employment and vocational training, reservation, research and manpower development, creation of barrier- free environment, rehabilitation of persons with disability, unemployment allowance for the disabled, special insurance scheme for the disabled employees, establishment of homes for persons with severe disability, etc.
- The new Policy lays special emphasis on the removal of disparities and to equalise educational opportunity by attending to the specific needs of those who have been denied equality so far.

- Duty of educational institutions to provide Inclusive Education to students with disabilities, and appropriate governments and local authorities shall ensure that all educational institutions funded or recognised by them, provide inclusive education.

- The RCI was set- up in 1986 as a registered society, which became a statutory body in June 22, 1993 RCI has the mandate to regulate and monitor services given to persons with disabilities to standardise syllabi and maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education.

- The National Curriculum Framework (NCF 2005) is one of the four National Curriculum Frameworks published in 1975, 1988, 2000, and 2005 by the National Council of Educational Research and Training (NCERT).

- The NCF 2005 provides the framework for making syllabi, textbooks, and teaching practices within the school education programmes in India.

- The NCF 2005 document draws its policy from earlier government reports on education such as Learning Without Burden and National Policy of Education 1986-1992 and focus group discussions.

The major recommendations of the Focus Group are as follows:

- Make all early education and care programmes (from 0–6 years) sensitive and responsive to the special needs of children, including training of Anganwadi workers in identification of needs of children with disabilities, use of age-appropriate play and learning materials, and the counselling of parents.

- Sarva Shiksha Abhiyan (SSA) is an effort to universalise elementary education by community –ownership of the school system. It is in response to the demand for quality basic education all over the country.

- The Rashtriya Madhyamik Shiksha Abhiyaan (RMSA) is aimed at expanding and improving the standards of secondary education Classes VIII to X. The RMSA will also take secondary education to every corner of the country by ensuring a secondary school (up to Class X) within a radius of 5 km for every neighbourhood.

- RMSA is the most recent initiative of the Government of India to achieve the goal of Universalisation of Secondary Education (USE).
- The National Commission for Minority Educational Institutions was established to protect and safeguard the educational institutions established by the minorities in India.This also ensures the rights of minorities to establish and administer educational institutions of their choice as provided in Article 30 of the Constitution of India.
- The National Commission for Education of SC and ST was created by the 65th Amendment. This commission looks into the overall welfare of the SC and ST community and safeguards their interest as per the constitutional amendments.

1.5.5. Answers to 'Check your progress 1, 2, and 3'

Check Your Progress – 1

1. Refer to the points in the Self Learning Material.
2. Refer to the points in the Self Learning Material.
3. Refer to the points in the Self Learning Material.
4. Refer to the points in the Self Learning Material.
5. Refer to the points in the Self Learning Material.

Check Your Progress – 2

1.Refer to the points in the Self Learning Material.

2. Refer to the points in the Self Learning Material.

3.Refer to the points in the Self Learning Material.

4. Refer to the points in the Self Learning Material.

Check Your Progress – 3

1.Refer to the points in the Self Learning Material.

2. Refer to the points in the Self Learning Material.

3.Refer to the points in the Self Learning Material.

1.5.6. Unit - end Exercises

1. Explain the policies, act and programmes for the education of the disabled in the Indian context.

1.5.7. References

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Block 1: Understanding Inclusion in Education

Unit 6 : Educational Concessions, Facilities, and Provisions for Children with Disabilities in Inclusive Set Up

Structure

1.6.1 Learning Objectives

1.6.2 Introduction

1.6.3 Learning Points and Learning Activities

1.6.3.1. Educational Concessions

Check Your Progress -1

1.6.3.2. Facilities

Check Your Progress - 2

1.6.3.3. Provisions

Check Your Progress -3

1.6.4. Let us Summarise

1.6.5 Answer to 'Check Your Progress -1 and 2'

1.6.6. Unit - end Exercises

1.6.7. References

1.6.1 Learning Objectives

After going through this Unit, the student teachers will be able to

- Explain the educational concessions available for inclusive children;
- Trace the facilities provided for inclusive children;
- Highlight the provisions for inclusive children at the State level; and
- Explain the provisions for inclusive children at the National level.

1.6.2 Introduction

We all know that each and every child is unique. They have different abilities and potential, and learn in different ways and at different paces. Schools in specific, and the community in general, should create such an environment so that all children are enabled

to develop to their full academic, social, emotional and physical potential. It is important to note that a child's academic potential cannot be developed separately from her/his social, emotional, and physical potential, as these are interdependent aspects of a child's development. Without access to a comprehensive support system, many children with disabilities will never enroll in a school, will drop out, or will stay in school, yet be prevented from reaching their full potential. Individual support should primarily be given by the class teacher. However, the teacher may also need assistance from school-based and itinerant resource teachers to ensure that the children concerned receive quality support based on their individual learning needs.

Hence, it is important to provide special assistance, facilities and provisions for inclusive children to help them to bloom to the maximum. Number of attempts have been made in this regard at state, national and international level which would help children with disabilities to develop their potential. In this unit, we are going to discuss those attempts and their educational implications. We are going to learn about this facilitation for the disabled in terms of Educational Concessions, Educational Facilities and Educational Provisions provided for them.

1.6.3. Learning Points and Learning Activities

1.6.3.1. Educational Concessions

In view of the fact that children with disabilities, one of the largest groups, are still outside the fold of the general education system, the government provides an opportunity for children with disabilities, who have completed eight years of elementary education, to have education in regular schools in an inclusive environment.

The educational field is undoubtedly the place where children begin to develop the roles they will play in the adult community. We, therefore, cannot expect children with disabilities to learn and practice these roles in isolation from their peers, and then later be assimilated into the adult workplace and the heterogeneous community in general.

For this reason, Inclusive Education rejects the use of special schools or classrooms to separate students with disabilities from those without them. It no longer distinguishes between "general education" and "special education" programmes, but rather, the school is modified to suit the needs of children with disabilities in order for them to learn together, and create acquaintances.

Essentially, children have the right to equal and quality education, no matter what special needs they may have, and no school has the right to deny them and their families that right

to education on the grounds of their disabilities. To achieve these objectives, both the Central and State Governments have made provisions for concessions and facilities in many areas of their progress. Now let us focus on the educational concessions and other benefits provided for these challenged children to make them live a life on par with the normal children.

Government Concessions and Benefits

As a welfare State, the Government of India as well as the State governments offers a wide variety of concessions and benefits to children/persons with special needs. . For each category of concessions, apart from eligibility requirements, the magnitude of the assistance, definition of the handicap, clear guidelines regarding application form, procedure of availing the benefit, etc. are clearly enunciated and elaborated by Government orders issued from time- to- time.

Integrated Education for Challenged Persons

This centrally sponsored scheme was launched by the Department of Social Welfare in 1974 and has been transferred to the Department of Education since 1982. The handicapped children have the benefit of receiving education in the regular school system. The following allowances and facilities are provided under this scheme (All these below mentioned allowances will be revised occasionally) :

Books and Stationary allowance of Rs.400/- per annum;

Uniform allowance of Rs. 50/- per annum;

Transport allowance of Rs.50/- per month (if a challenged child admitted under the scheme resides in a hostel of the school within the school premises, no transportation charges would be admissible);

Reader allowance of Rs.50/- per month in case of blind children after Class V;

Escort allowance for severely handicapped children with lower extremity disabilities at the rate of Rs.75/- per month; and

Annual cost of equipment subject to a maximum of Rs.2000/- per student for a period of five years.

Children's Educational Allowance

A Government servant is eligible to draw Children's Educational Allowance when he/she is compelled to send his/her child to a school away from the station of his/her posting.

The tuition fees payable and actually paid by the Government servant is reimbursable subject to Rs.50/- per month per child in the case of Mentally Challenged children.

Schemes for the Disabled, Government of India, Ministry of Social Justice and Empowerment

1. Scholarships for student of standard IX and above. This is forwarded by the State Government.

2. Assistive Devices, e.g., orthotic and prosthetic appliances, and hearing aid through government approved institutions. This includes travelling and residence up to fifteen days as per the rules, i.e., totally free to those whose family income is below Rs.5000/- p.m. and at 50% cost for those whose income is between Rs.5000/- to Rs.8000/- p.m.

3. Grant -in-aid to voluntary organizations: To encourage NGOs, grant-in-aid is given to those institutions which are registered under the Society's Registration Act. Under Public Trust Act.

they should be running the activities for a minimum period of two years and should not be running for profit.

Government of India : The Ministry of Labour runs Vocational Rehabilitation Centres for the Challenged in various states of the country as well as Special Employment exchange for the Challenged to help find jobs.

Government of India : Ministry of Education

Scheme for Integrated Education for the Challenged Implemented Through the State Government :

The scheme provides one resource teacher for eight challenged students in a regular school. In addition, there is also provision for books and stationary, uniform, transport, reader, escort allowance and actual cost of equipment such as brace/crutches/Braille/ hearing aid, etc.

Government of India: The Ministry of Health runs District Rehabilitation Centres (DRC) for integrated rehabilitation of the challenged, particularly in rural areas.

Scholarships for The Challenged Persons

The Union Ministry of Welfare since 1955 has been operating through the state Governments and Union territories a scheme of scholarships awarded to challenged person

for pursuing education in special schools run by non-government organisations. The scholarships are awarded to mentally handicapped students subject to their being certified by clinical psychologists/psychiatrist. The rate of scholarships is Rs.1000/- per annum for cases hailing from the lower socio-economic status and is renewable from year- to- year. In case of severely challenged persons who require special arrangements for transportation, an additional monthly allowance of Rs.50/- or actual expenses, whichever is less is sanctioned.

These are few of the important concessions special needs children get from the government. A teacher or concerned person should create awareness and also educate either the parent or the child regarding the facilities available. They also should assist them in availing the benefits of the government to facilitate them to acquire an education and lead an independent life. Further, let us concentrate on the facilities available for these special needs children.

Check Your Progress – 1

1. Mention any two concessions provided for CWSN.

_____
_____
_____
_____

2. Explain any two schemes of the Ministry of Education for CWSN.

_____
_____
_____
_____

3. Highlight the schemes of the Ministry of Social Justice and Empowerment for CWSN.

_____
_____
_____
_____

1.6.3.2 Facilities

We all know that there are many hurdles in the path of challenged children to accommodate them in inclusive schools. Then what are the facilities needed for these children to make them feel comfortable in the company of normal children? Let us now focus on the facilities provided for these children through various sources.

The first hurdle of students who were considered poor or in minority or who were diagnosed with a disability, was to receive an education. According to experts, the reciprocity of poverty producing disability, and disability resulting in poverty creates unique challenges for the Inclusive Education movement in India.

Inclusive Education means students and special needs students learn while sharing the same physical space and interact socially and academically. It is not simply sharing the same physical space, but engaging in completely different activities. Hence, it is important for a school to understand inclusion and make it a goal wherein school administrators, teachers, parents, and students all have to realise its value. When this happens, everyone benefits.

At its core, Inclusive Education is about appreciating each individual's differences and unique set of strengths and limitations. It is not just an education philosophy; it is an important life skill. Children grow into adults who will live in a world filled with people different from themselves, and learning how to interact and work with these people is a key accomplishment of childhood, as integral as academic proficiency. An inclusive school is a perfect training ground for real life, because daily social, physical and academic interaction between kids who are typically developing and their special needs' peers means students mature.

Inclusive Education in the real world requires a delicate balance of resources, goodwill and monitoring in order to make the experience successful and beneficial for all students. Now let us focus on the facilities provided for these children in order to boost their confidence and motivation and help them to acquire the required skills and competencies to lead an independent life.

Providing Access to Differently Abled Persons

It has been felt that differently-abled persons need special arrangements in the environment for their mobility and independent functioning. It is also a fact that many institutes have architectural barriers that disabled persons find difficult for their day-to-day functioning. The schools/colleges are expected to address accessibility related issues as

per the stipulations of the Persons with Disabilities Act, 1995, and ensures that all existing structures as well as future construction projects in their campuses are made disabled friendly. The institutes should create special facilities such as ramps, rails and special toilets, and make other necessary changes to suit the special needs of differently-abled persons. The construction plans should clearly address the accessibility issues pertaining to disability. The guidelines on accessibility are laid out by the office of the Chief Commissioner of Disabilities.

Providing Special Equipment to Augment Educational Services for Differently Abled Persons

Differently abled persons require special aids and appliances for their daily functioning. These aids are available through various schemes of the Ministry of Social Justice and Empowerment.

Assistance to Challenged Persons for Purchase /Fitting of Aids and Appliances

The Union Ministry of Welfare operates a scheme under which assistance is given to challenged persons for purchase and fitting of aids and appliances. This scheme is available to all employed, self –employed, and pensioner whose average monthly income from all sources does not exceed Rs.2,500/-. The quantum of assistance ranges from Rs. 25/- to Rs. 3600/-. The full cost of the aid is reimbursed, if the income of the challenged persons is up to Rs.1200/- per month, while fifty per cent of the cost of the aid is reimbursed, if the income is between Rs.1,202/- and Rs.2500/-

Preferential Allotment of House Sites

Most housing boards and urban development authorities have schemes of preferential allotment of plots and housing sites to individuals with disability. In case of allotment of built- up houses, preference is given to people with handicap.

Preference in Place of Posting

The Government of India, Department of Personnel and Training vide O.M.-No. AB-14017/41/90-Estt (RR) DT 15th February 1991, has made provision for choice in the place of posting of parents in Government service having a mentally challenged child Government departments and Ministries have been requested to take a sympathetic view on the merits of each case and accommodate such requests for posting to the extent possible.

Quality Access to CWSN

A wide range of approaches, options and strategies may be adopted for the education of children with special needs in secondary education. This includes-:

Support Services- A continuum of core essential support services is required for the access and retention of CWSN. The services should be category -specific and made available as per the needs of the child. This would include availability and upgrading of aids and assistive devices according to individual needs, technological support in the form of augmentative and alternative communication tools, audio visual, communication board, and computer access. Maximum support services should be provided in the case of disabled students.

Curriculum Adaptation- Curriculum adaptation should be made an important part of all teachers training programmes on Inclusive Education. For inclusive teaching, it is vital that adaptation of the curriculum is carried out to meet individual needs of children with disabilities.

Teacher Training- Investment in teacher training is another key to success of education of children with disabilities. Both pre-service and in-service training need to be given special attention to building capacity of teachers for addressing the needs of children with disabilities. While NCTE deals with general education courses which have an optional paper on special education, the Rehabilitation Council of India (RCI) runs special education courses which focus on specific disabilities. Lack of specialised personnel can only be met if general education courses are reformed and it is ensured that all teachers are able to address diversity in the classrooms. In- service training to general teachers for adaptations to teach CWSN should be the main focus area because of the shortage of sufficient special educators in the states. The process for selection of more specialised teachers as approved by PAB should be initiated. Until date, the state may accomplish the task of fulfilling gaps so that sufficient special educators could be positioned. The state could train the teachers under induction programme and refresher programme.

Resource Support- Resource teachers from different disability and therapists (Speech and Physiotherapist) may be deployed at Block/Cluster level based on the number of CWSN in the ratio of 1:5. They can be appointed as Key Resource Persons who can work with group of general teachers in secondary and senior secondary classes. General teachers are there to teach specific subjects. Each Resource Teacher should be specialised in a particular disability such as vision, hearing impairment, learning difficulties, mental retardation, etc. These set of resource teachers may be attached to the school with resource room / resource

room established at block level (BRC) and multi-category training should be provided to all these resource teachers. These resource teachers can operate in an itinerant mode covering all schools in the Block/Cluster where CWSN are enrolled. Resource teachers must be recruited before the beginning of the academic session to support the general teachers in classroom transaction for teaching CWSN.

Travel by Rail

About 75 per cent concession in the basic fare in the first and second class is allowed to Mentally Challenged persons accompanied by an escort. These concessions are admissible to Mentally Challenged pupils traveling between (a) their homes and schools/institutes; (b) place of vocation; and, (c) place of examination centres in India. The pupils should be students of government recognised schools and institutions. Travel is also permitted by two tier AC on payment of concessional first-class fare and full surcharge for two tier AC. The concession can be availed if an individual with disability or school or institution make an application to the Station Master of the local railway station in the prescribed application form and concession certificate.

Fifty per cent concessions in the first and second class monthly/quarterly season fares both for the individual with disability and his/her escort over suburban and non- suburban section of Indian railways is allowed. The concessional tickets are issued directly by the Station Master on production of the prescribed attested/photostat certificate from a government doctor/hospital. In addition, other conditions regarding the issue of MSTs and QSTs as applicable to general public may also apply. The certificate issued by the Government doctor is valid for three years from the date of issue.

Free Bus Pass

Most State Governments having state owned and operated transport undertakings or corporations allow subsidised/free bus travel in the city and rural routes. Persons accompanying the mentally challenged are allowed to travel with an escort. For this purpose, a medical practitioner in government service or an institution/school must issue a certificate. For example, in Andhra Pradesh, city bus travel is free for a person with disability and an escort is charged fifty per cent of the fare.

Preferential Allotment of Public Telephone Booths

Public telephone with or without STD facility is allotted by the Department of Telephones to enable the public to make telephone calls at prescribed charges. Mentally handicapped persons are being given preference in allotment of telephone booths as means of sustenance, vocational rehabilitation, and income generation.

Check Your Progress - 2

Fill in the blanks with appropriate answers.

1. Children's Educational Allowance can be drawn by _____
2. The Council which runs special education courses is _____
3. Scholarships are awarded to challenged students subject to their being certified by _____
4. The full form of NIOS _____

1.6.3.3. Provisions

The Constitution of India (26 November 1949), clearly states in the Preamble that everyone has the right to equality of status and of opportunity. Article 41 of the Directive Principles of the Indian Constitution supports the right to work, education and public assistance in certain cases, including disablement. Further, Article 45 commits to the provision of free and compulsory education for all children up to the age of 14 years. Based on this, the Constitution (86th Amendment) Act, 2002, has been enacted by the Parliament making education a Fundamental Right of all children in the age group of 6-14 years. Moreover, the 93rd Amendment to the Constitution of India (now renumbered as the 86th), passed by the Lok Sabha on November 28, 2001, makes it mandatory for the government to provide free and compulsory education to "all children of the age of 6-14 years", with its Preamble clarifying that "all" includes children with disabilities as well. Yet inevitably again, vital loose ends of such enabling legislation and policies are not tied up. The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (1992) stresses the need for integrating children with special needs with other groups. The objective to be achieved as stated in the NPE, 1986 is "to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence". Integrated Education, the concept of integrated education in India has emerged during the mid -1950s. It is based on the medical model of disability and it emphasises placement of children with disabilities in mainstream schools. The major thrust is on attendance.

To realise the objectives, programmes are developed to be carried out at school, block, district, state, and national levels. The SarvaSiksha Abhiyan (SSA), a centrally sponsored scheme implemented by all states is another mega project of the Government of India which aims to ensure education to all children in the country. The SSA focuses on education

of CWSN by engaging a large number of special educators and training them to be effective teachers.

The Rehabilitation Council of India (RCI) which regulates and ensures standard and quality of rehabilitation professionals, generates human resources in special education through organisations/universities throughout the country. Such teachers are engaged by the SSA to reach CWSN in schools at villages, with systematic monitoring at block, district, and state levels. Block Resource Centres (BRCs) are established in some states to provide resource materials and professional support to the needed schools in the block. The resource teachers reach a number of schools periodically through itinerant model of training and teach the children by coordinating with the teachers in the schools. It is expected that such a system will result in reaching CWSN with education all over the country.

The National Trust

The National Trust is a statutory body under the Ministry of Social Justice and Empowerment, Government of India, and is set -up under the National Trust.

The basic objectives of the National Trust are :

- To enable and empower persons with disability to live as independently and as fully as possible within and as close to the community to which they belong.
- To strengthen facilities to provide support to persons with disability to live within their own families.
- To extend support to registered organisations to provide need- based services during period of crisis in the family of persons with disability.
- To deal with problems of persons with disability who do not have family support.
- To promote measures for the care and protection of persons with disability in the event of death of their parent or guardian.
- To evolve procedures for the appointment of guardians and trustees for persons with disability requiring such protection.
- To facilitate the realisation of equal opportunities, protection of rights and full participation of persons with disability.
- To do any other act which is incidental to the aforesaid objects.

- Formulation of Schemes: The two schemes of the National Trust under the broad relief and reach programme for the welfare of persons with Autism, Cerebral Palsy, Mentally Challenged and Multiple Disabilities are Establishment of Relief Institutions for providing institutional care and training of the caregivers. Both the schemes have got the administrative approval from the Ministry recently.
- Income Tax Exemption: The National Trust receives 100% exemption from Income Tax.
- The Local Level Committee (or LLC) is the instrumentality of the National Trust Act and herein lies the unique character and substance of this Act.
- The primary role of the Local Level Committee is in coordinating, initiating, protecting the rights and promoting the interests of persons with Autism, Cerebral palsy, Mentally Challenged and Multiple Disabilities

- **Rights of a Special Child**

  UNICEF has set forth the rights of all children, which are accepted universally. According to the declaration :

All children without any exception whatsoever shall be entitled to these rights without distinction or discrimination .

Every child has the right-from birth-to a name and nationality

The right to adequate pre-natal and post-natal care

The right to adequate nutrition

The right to adequate housing

The right to adequate medical care

The right to special care for the child who is handicapped

The right to parental affection, love and understanding

The right to education

The right to learn to be a useful member of the society

The right to develop abilities

Right to be among the first to receive in times of disaster

Right to enjoy full opportunity for play & recreation

- **Further protection to the handicapped through Acts in India**

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, No.1 of 1996, Chapter V, VI, VII & VIII expects appropriate governments and local authorities:

To take certain steps for the prevention of occurrence of disability;

To provide children with disability free education;

To make schemes and programmes for non-formal education;

Research for designing and developing new assistive devices, teaching aids;

To set -up teachers' training institution to develop trained manpower for schools for children with disabilities;

To prepare a comprehensive education scheme, providing for transport facilities, supply of books, etc.; and

Educational institutions to provide amanuensis to students with visual handicap.

Regarding Employment

Identification of posts, which can be reserved for persons with disabilities;

To reserve posts through special employment exchange;

Gives power to inspect records or documents in possession of any establishment;

To allow vacancies not filled- up, to be carried forward;

Employers to maintain records of challenged employees;

To encourage schemes which ensure employment of challenged such as training requirements, upper age limit, etc.;

All educational institutions to reserve the seats for disabled;

All poverty alleviation schemes will also reserve seats for disabled;

Will give incentives to employers who have five per cent of the workforce as disabled persons;

Will take Affirmative Action -

To provide aids and appliances to persons with disabilities, and

Give preferential allotment of land.

To provide non-discrimination in -

1. Transport,

2. On the road,

3. Environment, and

4. And government employment.

The Rehabilitation Council of India Act 1992 (No. 34 of 1992)

This Act provides for the constitution of the Rehabilitation Council of India for regulating the training of rehabilitation professionals and the maintenance of a Central Registry and for matters connected with or incidental thereto.

In other words, this Act ensures quality of personnel and through them the quality of services to the disabled.

NIOS (National Institute of Open Schooling) :

The provisions for CWSN for open schooling education are -

- Fee concession to the extent of 50% for CWSN.
- A distance learner is registered for a period of five years in which a candidate gets nine chances to appear in a given course/programme.
- CWSN can appear in one/two subjects at a time as per his/her preparation. Credit is accumulated till a candidate successfully completes the requirement of a course.
- Study-centres are taken as examination centre.
- General and specific relaxations (Disability wise) during examination. Amanuensis are given as per disability wise
- Flexibility in selecting examination dates.

Flexibility in choice of subjects.

- There is no age limitation for admission in NOS programmes.

NIOS has also developed educational materials for teaching children with special needs in their own homes. The State Co-Ordinator at the state level should work as a nodal officer for linking with NIOS for completion of secondary education. The NIOS also provides the programme on Open Basic Education for Universal Elementary Education (UEE), which includes programme for the disabled children.

Check your progress – 3

Below are given phrases in different rows. Identify the related items and match.

1	UNICEF Rights	Maintenance of a Central Registry	**a**
2	The Persons with Disabilities Act, 1995	Every child has the right-from birth-to a name and nationality	**b**
3	The Rehabilitation Council of India Act 1992	Fee concession to the extent of 50% for CWSN	**c**
4	NIOS	To set -up teachers' training institution to develop trained manpower	**d**

1.6.4 Let Us Summarise

- Government Concessions and Benefits for children/ persons with special needs : As a welfare State, the Government of India as well as the State governments offers a wide variety of concessions and benefits to children/persons with special needs.

- For each category of concessions apart from eligibility requirements, the magnitude of the assistance, definition of the handicap, clear guidelines regarding application form, procedure of availing the benefit, etc. are clearly enunciated and elaborated by Government orders issued from time to time (For more details of these concessions please refer to the main text).

- Facilities: An inclusive school is a perfect training ground for real life, because daily social, physical and academic interaction between kids who are typically

developing and their special needs' peers means that the students mature. Inclusive Education in the real world requires a delicate balance of resources, goodwill, and monitoring to make the experience successful and beneficial for all students. In this regard, to cater to their needs and requirements, the Government has provided many facilities for both in the education system and in the society. To name a few, physical infrastructure, curriculum adaptation, reservations in employment, teacher training, resource teachers, etc. (For more details, refer to the main text).

- Provision: The Constitution (86th Amendment) Act, 2002, has been enacted by the Parliament making education a Fundamental Right for all children in the age group of 6-14 years, and later it was amended

1.6.5 Answers to 'Check your progress- 1 and 2'

Check your progress 1

1. Refer to the points in the Self Learning Material.

2. Refer to the points in the Self Learning Material.

3. Refer to the points in the Self Learning Material.

4. Refer to the points in the Self Learning Material.

5. Refer to the points in the Self Learning Material.

Check your progress - 2

1. Children's Educational Allowance can be drawn by a Government Servant who is eligible for it.

2. The Council which runs special education courses is the RCI.

3. Scholarships are awarded to challenged students subject to their being certified by a clinical psychologist or psychiatrist.

4. The full form of NIOSis theNational Institute of Open Schooling.

Check your progress – 3

1-b, 2-d, 3-a.4-c

1.6.6. Unit -end Exercises

1. Explain the concessions, facilities and provisions for inclusive children.

1.6.7. References

1. Kathy Cologon , 'Inclusion in education: Towards equality for students with disability' 24 OCT 2013 Children with Disability Australia .

2. Inclusion in education: Towards equality for students with disability K Cologon - 2013 - apo.org.au .

3. S Alper, Inclusion: Are We Abandoning or Helping Students? Roadmaps to Success: The Practicing Administrator's Leadership Series. - 1995 – ERIC.

4. *mooc.nios.ac.in/mooc/pluginfile.php?file=/11557/course/summary/U-9.pdf.*

5. www.fourstepsindia.org/government-concessions.php.

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Block 2 - Understanding and Addressing Learner's Diversity

Unit 1 - Special Needs of Children with Different Types of Disabilities

Structure

2.1.1. Learning Objectives

2.1.2. Introduction

2.1.3. Learning Points and Learning Activities

2.1.3.1 Children with Hearing and Visual Challenges

Check your progress 1

2.1.3.2 Children with Intellectual and Learning Challenges

Check your progress 2

2.1.3.3 Children with Orthopedic and Emotional Behavioural Challenges

Check your progress 3

2.1.3.4 Children with Special Health Problems and Multiple Challenges

Check your progress 4

2.1.4 Let us Summarise

2.1.5 Answer to 'Check your progress 1, 2, 3, and 4'

2.1.6 Unit End Exercises

2.1.7 References

2.1.1. Learning Objectives

After going through this Unit, the student teachers will be able to -

- Define challenged children;
- Explain the concept of special needs children;
- Identify different types of special needs children;

- Conceptualise the different types of special needs children; and
- Analyse the needs of the various types of special children.

2.1.2 Introduction

In the present context, the term 'Special Needs' is a short form of Special Education Needs and refers to students with disabilities. Their learning, because of their disabilities, may be altered or delayed compared with other students. The term 'Special Needs' in an education setting comes into play whenever a child's education programme is officially altered from what would normally be provided to the students, through an Individual Education Plan, which is sometimes referred to as an Individual Programme plan.

The term 'special needs' is a catch-all phrase, which can refer to a vast array of diagnoses and/or disabilities. Children with special needs may have been born with a syndrome, terminal illness, profound cognitive impairment, or serious psychiatric problems. Other children may have special needs that involve struggling with learning disabilities, food allergies, developmental delays, or panic attacks.

We will discuss about the range of special needs that may have to be addressed in an inclusive school for enabling students to learn and develop to their potential. Adopting a more flexible and adaptive system capable of meeting the diverse needs of students would result in educational success for all. Nevertheless, the description of the learning needs given is not exhaustive. Students may exhibit a wide range of special needs in schools, and meeting all these special needs is not the only change that schools require to become inclusive schools. This is only a part of the wider educational reform needs to improve the quality and relevance of learning experiences for all learners.

2.1.3. Learning Points and Learning Activities

Special Needs of Children with Different Types of Disabilities

The designation 'children with special needs' is for children who may have challenges, which are more severe than the typical child and could possibly last a lifetime. These children need extra support and additional services. They have distinct goals, and will need added guidance and help meeting academic, social, emotional, and sometimes, medical milestones. Persons with special needs may need lifetime guidance and support, while dealing with everyday issues such as housing, employment, social involvement, and finances.

For children with special needs, early intervention is an important step towards helping fulfil their full academic, emotional, and social potential. Early intervention refers to a

process during which the developmental abilities of the child are evaluated. If necessary, a programme is developed that contain services (individualised on the basis of the child's specific needs) that will help to further enhance the child's developmental skills and encourage developmental growth.

Typically, families with special needs are on a lifetime journey that is both emotionally and financially challenging. Families of children with special needs may experience a myriad of emotions upon diagnosis, including anger, grief, loss, and denial. It is important to remember to be patient as these emotions are a natural part of the process. With time comes acceptance, and then the family can focus on beginning the process of helping the child with special needs achieve his/her fullest potential.

While taking view of the special needs of children, the main consideration should be their health, safety, education, enjoyment, moral support, achievement, positive contributions, and success.

Sometimes, the special needs of a few students may be in conflict with the learning process of other students. For example, a child may turn violent, disrupt the class and beat other children. In such a situation, it would be more feasible to provide this child an opportunity of special provisions that can cater to her/his specific needs. Once s/he has developed some control over her/his disrupting behaviour, s/he may join back the mainstream class if s/he and her/his parents desire to do so. It is important to safeguard interests of all children so that meeting the needs of one group does not put any other in a disadvantage. In this Unit, the following broad areas of special needs will be addressed:

- Cognition and Learning;
- Behavioural and Emotional Development; and
- Sensory and Physical.

Classification and labelling of disabilities is crucial for the purpose of delivering special educational services. This classification system also enables to differentiate them from one another and to communicate in a meaningful and efficient way about a specific disability. But on the other side, classification and labelling tend to focus on negative features of disability. This leads people to think only in terms of the inadequacies or deficiencies, rather than the positive characteristics or strengths of the person. Apart from all these, classification is still considered important.

Planning of education for "children with diverse needs" require consideration of policy, research, and practice in inclusive education. Provision of education was made for children

with diverse needs based on specific needs. Initially, it was more through charitable initiatives, and the emphasis was more on training than on education. This made parental expectation that their child's educational needs to be taken care of by the education system. Hence, parents' organisations were started to improve educational provisions to children with diverse needs. The children considered for inclusive education under different challenges are as follows:

- Children with hearing challenges;
- Children with visual challenges;
- Children with intellectual challenges;
- Children with learning challenges;
- Children with orthopedic challenges;
- Children with emotional behavioural challenges;
- Children with special health problems; and
- Children with multiple challenges.

2.1.3.1. Children with Hearing and Visual Challenges

(I) Children with Hearing Challenges

First, let us understand children with hearing challenges.

The hearing challenged children have an impaired hearing mechanism and face difficulty in language development. The degree of hearing loss is less in some children, while it is severe in others. The hearing challenged children may be hard- of- hearing or children with substantial hearing loss.

dB is the short form of a **decibel**. It is the unit used to measure the intensity of a sound. It is named after Grahambel who invented the technique of measuring sounds. A decibel is one-tenth of a bell. Our ears can hear everything from a slight sound to a loud jet engine. In terms of power, the sound of the jet engine is about 1,000,000,000,000 times more powerful than the smallest audible sound. That is a big difference!

Here are some common sounds and their decibel ratings -

- Near total silence - 0 dB
- A whisper - 15 dB
- Normal conversation - 60 dB

- A lawnmower - 90 dB
- A car horn - 110 dB
- A rock concert or a jet engine - 120 dB
- A gunshot or firecracker - 140 dB

The hard of hearing children have hearing loss between 20-50 dB. They can hear, if spoken loudly, without a hearing aid. With a hearing aid, they can hear reasonably like other children.

The severely hearing challenged find it difficult to hear even if spoken to very loudly. They have difficulty in listening properly even after wearing hearing aids. They have hearing loss between 65 to 120 dB. They require preparation in basic skills through special techniques before they are admitted into general schools. Hearing aids are used for them to utilize the perception through the use of residual hearing. The main characteristics of hearing impairment are:

- The child asks for repetition of instruction because of delayed language development;
- The child displays restlessness and inattention;
- The child has any observable deformity of the ear;
- The child frequently complains of pain in the ear;
- The child turns his head frequently in order to hear better;
- The child is unable to follow instructions;
- The child focuses on the speaker's face and lips while listening to and understanding speech;
- The child asks for help from fellow students in taking notes when the teacher explains verbally in the classroom;
- Problems in interpersonal relations because of communication problems;
- Lack of fluency in language comprehension and expression affects his cognitive processes like assimilation, abstraction categorisation, and generalisation. Hence, learning at an abstract conceptual level, i.e., subjects like geometry becomes challenging for these children;
- These children are also handicapped in varying degrees in educational achievement such as developing reading skills. Developing reading is challenging since language itself being impaired, achieving reading success is difficult.

- Serious arithmetic/math difficulties too have been observed in these children. This is attributed to the subject being totally abstract and the deficient language comprehension of the hearing impairment; and
- Social adjustment problems are frequently observed in children with hearing impairment. Based on these characteristics, a teacher can identify children with mild and moderate level hearing loss.

What Teachers Should Know

Some people are born with hearing impairment, while others lose their hearing through injuries, infections, or even loud noises.

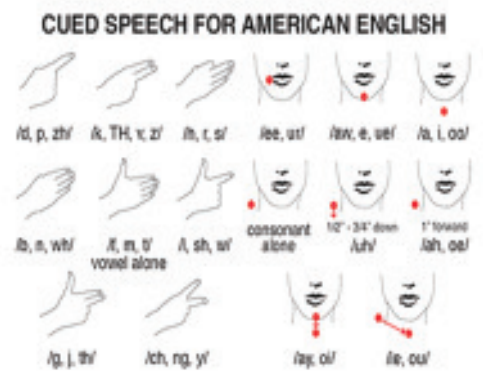
Hearing-impaired students may use hearing aids that fit inside or behind the ear. Cochlear implants are surgically implanted devices that bypass the damaged inner ear and send signals directly to the auditory nerve. New technologies are making it possible for more hearing-impaired students to attend school and participate in activities with their hearing peers.

Students with hearing impairments may :

- wear hearing aids, have cochlear implants, or use FM systems, which include a microphone/transmitter worn by the teacher and a receiver worn by the student;

Cochlear implants are complex medical devices. It provides a sense of sound by stimulating the auditory nerve directly. Cochlear implants do not cure hearing loss or restore hearing, but they do provide an opportunity for the severely hard- of- hearing or deaf to perceive the sensation of sound by bypassing the damaged inner ear. They require surgical implantation.

- need to use real-time captioning for any audio-visual videos used in the classroom;
- need voice-recognition software on their computers, which can help with note-taking;
- understand speech by watching the speaker's mouth movements, facial expressions, and gestures, within context. This skill is called speech-reading or lip-reading;
- use ISL (Indian Sign Language), Cued Speech, or other sign languages;



- Cued Speech is a visual system of communication used with and among deaf or hard-of-hearing people. It is a phonemic-based system which makes traditionally spoken languages accessible by using a small number of handshapes, known as cues (representing consonants), in different locations near the mouth (representing vowels), as a supplement to speech reading. It is different from the American Sign Language. Cued Speech has been adapted to more than fifty languages and dialects. However, it is not clear how many of them are actually in use. Cued Speech is not a language, it is a lip-reading 'tool' that can be used to make any spoken language visible.

Indian Sign Language is a natural language that serves as the language for deaf communities in India.

- need an interpreter to facilitate communication;
- require speech therapy due to delayed speech or language development;
- need to sit closer to the front of the class to read lips or hear more clearly;
- need quiet areas; and
- need instructions repeated.

What can Teachers Do

Encourage the hearing-impaired students to participate in all the classrooms and extracurricular activities.

Most hearing-impaired students can speech-read to some extent, but try to determine how well. To help your hearing-impaired students' speech-read, make sure to face them when you talk, talk slowly and clearly, and do not yell. As long as their amplifiers are on, you can speak in a normal tone. Try to minimise background noises.

Use lots of pictures, graphics, and text labels. Try not to turn your back and speak, while writing on a board. Remember that many hearing-impaired students are visual learners.

Consider arranging chairs in your classroom in a circle so that the hearing-impaired students can interact with their classmates.

Check with a special education teacher, speech–language pathologist, or school nurse to see if any assistive hearing devices or other technology might be helpful.

Children with Visual Challenges

Visually challenged children are those who have problems with vision. Some visually challenged children can read large print and are functional in their environment, whereas some have severe vision loss and cannot be taught through visual methods. Visual loss is measured with the help of the 'Snellen Chart' and depending upon the degree of loss based on visual acuity and visual field. The definitions and descriptions of visual impairment tend to vary considerably depending on the purposes for which the individuals or groups are being described. The American Foundation for the Blind (1961) defines blind individuals as: i) those whose visual acuity is 20/200 or less in the better eye with the best possible correction, or

ii) those whose field of an arc of 20 degrees or less.

Partially sighted are defined as:

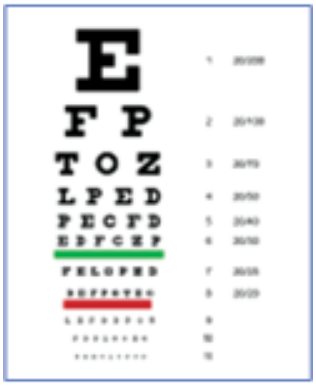
a) those whose visual acuity is between 20/200 and 20/70 in the better eye with the best possible correction, or

b) those need either temporary or permanent special education facilities.

Educationally, blind children are defined as those whose visual loss indicates that they should be educated chiefly through Braille and other tactile and auditory materials. Partially sighted children are those who have some remaining useful vision and can use print and other visual materials as part of the educational programmes.

The Person with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, of the Government of India, defines blindness as a condition where a person suffers from any of the following conditions, namely,

- Total absence of sight, or
- Visual acuity not exceeding 6/60 or 20/200 (Snellen chart), or
- Limitation of the field of vision subtending an angle of 20 degree or worse.



A Snellen chart is an eye chart that can be used to measure visual acuity. Snellen charts are named after the Dutch ophthalmologist Herman Snellen, who developed the chart in 1862. Many ophthalmologists and vision scientists now use an improved chart known as the Log MAR chart.

(According to the new definition, in India, a person who is unable to count fingers from a distance of three meters would be considered 'blind' as against the earlier stipulation of six meters which was adopted in 1976)

Characteristics of Visually Challenged :

- Blinks eyes frequently;
- Holds objects, including books, close to his/her eyes;
- Rubs eyes excessively;
- Complains of headache following close eye work;
- Asks his friends to read aloud when taking notes from the blackboard;
- Becomes inattentive during reading sessions;
- Watering of eyes;
- Takes false steps while walking;
- Unable to locate things in the surroundings; and
- Sensitive to light.

Students with visual impairments may :

- need seating accommodations to help them see you or the whiteboard, blackboard, overhead displays, etc.;
- need to wear glasses, use magnifiers, or use extra lighting for class work;
- require large printed handout materials or audio books for reading;
- need voice-activated computers or other assistive technology;
- need someone to assist in taking notes;
- need extra time to get to classes or complete assigned work;
- need to go to the school nurse for medication or assistance with visual concerns; and
- miss class time to see doctors.

What Can Teachers Do

Students with visual impairments should be encouraged to participate in all classroom activities, physical education, and extracurricular activities. Make sure the classroom is easy to move around in and free of obstacles.

Students with visual impairments may feel self-conscious about their condition. They also might be a target for bullying.

Visual impairments can be wide ranging, so each student's needs should be considered individually.

Check Your Progress – 1

Classify the characteristics of Visually impaired(by denoting 'v' and auditory impaired(by denoting 'a') respectively.

1. The child asks for repetition of instruction.
2. The child displays restlessness and inattention
3. The child is unable to follow instructions
4. Asks his friends to read aloud when taking notes from the blackboard;
5. Becomes inattentive during reading sessions

2.1.3.2. Children with Intellectual and Learning Challenges

Over the years, a number of definitions of mental retardation have been proposed, and of these, two definitions are often discussed.

The definition given by the AAMR is found to be the widely accepted of all definitions and has been revised frequently even the past few decades. The latest revision of definition was in 1992. It is cited below.

"Mental retardation refers to substantial limitations to present functioning. It is characterized by significantly subaverage (it is defined as an intelligence quotient (IQ) of 70 or below on standardized test of intelligence) general intellectual functioning.,(intellectual functioning means the results obtained by assessment with one or more of the individually administered standardized intelligence tests developed for that purpose) existing concurrently with related limitations in two or more of the following applicable adaptive skill areas, communication, self-care, home living, social skills, community use, self-direction, health and safety , functional academics, leisure and work. Mental retardation manifest before age 18.

According to the PWD Act (1996), mental retardation means a condition of arrested or incomplete development of mind of a person which is specially characterised by sub-normality of intelligence.

Classification of Intellectual Challenges as per Educators' System

Term	**IQ Range**
Educable mentally retarded	70-50
Trainable mentally retarded	50-25
Severely and profoundly mentally retarded	Below 25

Characteristics of Intellectually Challenged

Many children with mild retardation are not identified until they enter school and sometimes not until the second or third grade, when more difficult academic work is required. Most students with mild mental retardation master academic skills up to about the sixth-grade level and are able to learn job skills well enough to support themselves independently or semi-independently. Some adults who have been identified with mild mental retardation develop excellent social and communication skills and once they leave school are no longer recognised as having a disability.

Children with moderate retardation show significant delays in development during their preschool years. As they grow older, discrepancies in overall intellectual development and adaptive functioning generally grow wider between these children and age mates without disabilities. People with moderate mental retardation are more likely to have health and behaviour problems than are individuals with mild retardation.

Individuals with severe and profound mental retardation are almost always identified at birth or shortly afterward. Most of these infants have significant central nervous system damage, and many have additional disabilities and/or health conditions. Although IQ scores can serve as the basis for differentiating severe and profound retardation from one another, the difference is primarily one of functional impairment.

Cognitive Functioning

Deficits in cognitive functioning and learning styles characteristic of individuals with mental retardation include poor memory, slow learning rates, attention problems, difficulty generalising what they have learned, and lack of motivation.

- Slow reaction - They respond slowly to what others say and what happens in their surroundings. Sometimes they do not respond at all.
- Poor expression- They may not be able to clearly express their thoughts, needs, and feelings.
- Slow learning – They are slow in learning since they may not learn new and different things as easily as others do.
- Short attention span – Some of them can remember what they are told only for a short time. Sometimes they do not remember at all.
- Poor motor coordination – Clumsy and in-coordinated motor skills. Hence, they have problems in developing adaptive skills, e.g., brushing, dressing, eating, using their hands or moving from place- to- place.
- Poor socialisation – Limited social skills and immaturity in social situations.
- Delay in development – There may be delayed development in all developmental milestones, i.e., late in turning over, late in walking, talking, physical delay in development like delay in head control, in sitting, in crawling, and also delay in self-care skills like toilet control, etc.

- Poor understanding, poor judgement, poor language development, and poor control over feelings and emotions.
- Difficulties experienced in thinking and generalisation and imagining. This affects concept formation and conceptual understanding.

What Can Teachers Do

- Encourage them for group work and group activity;
- Focus more on repetition and practice/drill work Use peer models whenever practical;
- Use role playing, puppet play, and creative dramatics to stimulate real experiences and to practice skills;
- Seek the co-operation of other teachers, professionals, and support staff;
- Seek assistance of community helpers in normalising the lives of students;
- Train teacher aides, parents, grandparents, and house parents as agents of carry-over and practice;
- Use exciting materials and activities from other disciplines;
- Use current materials, toys, games, television shows, and music to motivate the student to contribute to success; and
- An element of surprise, suspense, and novelty will go a long way.

Children with Learning Challenges

Learning disability is a condition where despite average to above average intelligence children face problems in specific areas like learning to read, write, calculate, and comprehend. Learning disabilities are extremely varied and complex, so it is necessary to be familiar with these children's characteristic behaviours. These children are like other children in intellectual functioning. They are not mentally retarded nor do they have visual or hearing problems. But they have problems in spelling, reading, writing, arithmetic, listening, and comprehension.

Their problem may be due to cerebral dysfunction/emotional/behavioural disturbance, but it is not due to mental challenges, sensory handicap or instructional practices. Depending

upon the degree of disability, such children may be categorised into mild learning disabled and severe learning disabled.

The mild learning disabled can be educated in regular schools. Such children are to be found in regular schools. They are however, difficult to identify at the initial stages. They face problems in learning basic academic skills. The problem may occur in one or more area of learning skill, but of a relatively mild degree. Since their problem is mild in nature, these children can be integrated for higher classes in general schools with some adaptation and adjustment in the curriculum.

The severe learning disabled include who manifest an inability to master basic academic skills (reading, writing, etc.). Their problem may be due to brain dysfunction or environmental deprivation.

Characteristics

There have been many attempts to categorise the major characteristics of learning-disabled children. One of the earliest attempts was made by Clements (1966) through a Task Force on LD. They observed the following 10 most general characteristics based on the assumption that LD is a neurological impairment:

- Hyperactivity,
- Perceptual motor impairments,
- Emotional disability,
- General coordination deficits,
- Disorders of attention,
- Impulsivity,
- Disorders in memory and thinking,
- Specific learning disability,
- Disorders in speech and learning, and
- Equivocal neurological signs.

But not all LD children display all these characteristics. Most of the learning-disabled children are first identified in the early elementary stage when they perform very poorly in academic contents due to non- recognised reasons. Learning disability is also suspected when a child performs well in one skill such as writing skill, but performs extremely poor

in other areas such as mathematical calculations or organisation of subject matter without any visible reason.

Children with learning disability differ in their behavioural characteristics. But all of them have a severe discrepancy between achievement and intellectual ability. This is the basic problem that they face. But there may also be secondary problems like emotional and social maladjustment associated with the basic skills.

Learning disabled children can be classified into two categories:

a. General learning disabilities, and

b. Specific learning disabilities.

General Learning Disabilities : They have learning disabilities in almost all areas of academic content. Their performance will be considerably low ~~as~~ compared with average children. They cannot be easily identified in the earlier stages of education. Their disability does not restrict them to get any type of education. If they are identified in the initial stage, they can be easily helped by applying special techniques. They will take only more time to learn with special methods of instruction.

Specific Learning Disabilities : The problems of these children are very specific in nature restricted to one or more academic or skill related areas. They cannot be educated through integrated system due to their problem being very specific. The important specific areas where they face problems are given below:

Reading Disability*:* Children suffering from reading disability are unable to read. In a mild form, the affected child has difficulty in reading, but is already in the general classroom. In severe cases of the impairment, there is a total loss of the ability to read. This is sometimes also known as 'Word Blindness'. These children need intensive remedial exercises.

Writing Disability*:* These children are not able to write spontaneously. Here also there are two forms of impairment such as mild and severe. Children affected by the mild form have difficulty in learning to write legibly. But still they learn in general schools. Their problem can be corrected, if identified early and provided timely help. Severe type of impaired children can copy write without distortion, but they cannot write spontaneously. They are identified by their inability to learn to write and need remedial exercises.

Problem in Comprehending Communication : These children have problem in communication through writing, speaking or reading. These mild forms of impaired children

have difficulty in understanding both the spoken and written works. The child finds it difficult to understand even signs and gestures. These children can be integrated, if corrective measures are given in time. Or else linguistic problems of articulation and fluency may develop. The severely affected child is not able to understand speech and written material, nor can he learn to speak, read, and write. He is unable to communicate even through signs and gestures. He needs intensive remedial exercises.

Check Your Progress – 2

1. The IQ of Educable mentally retarded fall in the range _____
   a) 70-50
   b) 50-25
   c) Below 25
   d) Above 70
2. Mental retardation refers to substantial limitations in_____
   a) Intellectual functioning
   b) Social functioning
   c) Emotional functioning
   d) Motor functioning
3. The one that is not a characteristic of Intellectually Challenged is _____
   a) Slow reaction
   b) Poor expression
   c) Slow learning
   d) Slow walking
4. The category of mentally challenged that could be handled in inclusive classroom is_____
   a) Profoundly mentally retarded
   b) Educable mentally retarded
   c) Trainable mentally retarded
   d) None of the above

2.1.3.3. Children with Orthopedic Challenges and Emotional Behavioural Challenges

An orthopedic impairment is defined by the Individuals with Disabilities Education Act (IDEA) as "a severe orthopedic impairment that adversely affects a child's educational performance". IDEA specifies that this term "includes impairments caused by a congenital anomaly [birth defects], impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures)". In other words, orthopedic impairments involve physical disabilities, which could affect the academic process.

An evaluation is required for a disability to be classified as an orthopaedic impairment. While the exact requirements for such an evaluation vary by location, this process generally includes a medical assessment performed by a doctor, detecting how the impairment may impact a child's academic performance and observing the child in his or her educational atmosphere.

Characteristics of Orthopedically Challenged Children

- Poor motor control or coordination. The child is unable to coordinate two or more muscle groups for performing any task;
- Walks awkwardly or with a limp;
- Shows signs of pain during physical exercise;
- Move in a shaky fashion; and
- Falls frequently.

Special Needs of Orthopedically Challenged Children

Children with orthopaedic challenges or locomotor challenges represent the most medically oriented and the most heterogeneous of the various categories of exceptional children. These children refer to problems with the functioning of bones, joints and muscles. In some cases, the problems are so severe that they require artificial limbs to compensate for their crippling conditions. In other cases, they need special furniture, devices, materials wheel-chair or crutches. These children have motor disabilities and most of them can learn as others, following the regular curriculum, for example, those with polio. They do not experience educational difficulties in a classroom when adjustments have been made as needed in facilities, equipment, and materials.

Educational Needs

Considering the diversity in conditions that are embodied by the orthopedic impairments category, educational challenges will differ case- by- case and the strategies used in each case should focus on a student's unique needs. Possible academic barriers include:

- Non-accessible transportation;
- Trouble managing around the classroom;
- Difficulty navigating school hallways;
- Earning mandated physical education credit; and
- Communicating effectively.

Schools should provide accessible transportation to and from school as well as within and in between school buildings. Teachers should keep in mind mobility devices (such as wheelchairs, walkers, crutches, and canes) when arranging classroom furniture and assigning seats. For example, placing a student who uses a walker close to the teacher's room's entrance would be usually more practical than placing him or her in the middle of the classroom.

Children with Emotional Behavioural Challenges

Disruptive behavioural problems such as temper tantrums, attention deficit hyperactivity disorder, oppositional, defiant or conduct disorders are the commonest behavioural problems in preschool and school age children. Childhood behaviour and emotional problems with their related disorders have significant negative impacts on the individual, the family, and the society. They are commonly associated with poor academic, occupational, and psychosocial functioning. It is important for all healthcare professionals, especially the pediatricians to be aware of the range of presentation, prevention, and management of the common mental health problems in children and adolescents.

Characteristics and behaviours associated with emotional disturbance and/or behavioural problems may include:

- aggressive or anti-social behaviour;
- inattentiveness;
- distractibility and impulsiveness;
- impaired social interactions;
- general inability to cope with the routine of daily tasks;

- obsessive and repetitive behaviours;
- attention-seeking behaviours such as negative interactions or a poor attitude towards work, peers or teachers; and
- depressed behaviours such as withdrawal, anxiety and mood swings.

Some students with emotional disturbance and/or behavioural problems have negative self-concepts and low self-esteem. In the classroom, the students may be frequently off-task and may adversely affect the learning of some others. They may have problems working in groups and in forming relationships. They may show aggression towards others or refuse to co-operate.

Check Your Progress - 3

Below are given the characteristics of orthopedically handicapped and emotionally challenged children. Identify the category to which each behavior belongs to and indicate the first category with '0' and the second category with 'E'.

1. distractibility and impulsiveness
2. Poor motor control or coordination
3. unable to coordinate two or more muscle groups for performing any task
4. aggressive or anti-social behaviour
5. inattentiveness
6. obsessive and repetitive behaviours
7. Walks awkwardly or with a limp
8. impaired social interactions
9. Shows signs of pain during physical exercise
10. Move in a shaky fashion
11. general inability to cope with the routine of daily tasks
12. Falls frequently
13. attention-seeking behaviours such as negative interactions or poor attitude towards work, peers or teachers

2.1.3.4. Children with Special Health Problems and Multiple Challenges

Children with "special health care needs" are children who have or are at increased risk from chronic physical, developmental, behavioural, or emotional conditions, and who require health and related services of a type or amount beyond that required by children and their families (Definition from the Maternal and Child Health Bureau, 1995).

The special needs of these children can be accordingly tackled in collaboration with family, professional, school, teachers, and peer group. A few are as follows:

- Family/Professional partnerships;
- Comprehensive care through a medical home;
- Access to adequate health insurance/financing;
- Early and continuous screening/follow-up;
- Organisation of community services for easy use by families; and
- Transition to adult health care, work, and independence.

Children with Multiple Challenges

Multiple disabilities refer to "concomitant [simultaneous] impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

In other words, a student whose special needs are categorized under multiple disabilities requires coinciding adaptions for more than one disability.

Common Challenges faced by Multiple disabled children can be considered based on the following characteristics. Given the numerous disability category combinations possible, the designation multiple disabilities encompass a broad range of traits including hampered speech and communication skills, challenges with mobility and a need for assistance in performing everyday activities. It's also worth noting that medical conditions such as seizures and "water on the brain" (hydrocephalus) can accompany multiple disabilities.

Special Needs are as follows:

Without a doubt, the aforementioned traits can create numerous educational challenges. For instance, a student prone to seizures raises safety concerns inside a classroom. Other common educational challenges revolve around the following issues:

- Finding a setting suitable to the child's intelligence level.
- A child's ability to effectively communicate with teachers, support staff and peers
- A student's capability to function in the classroom.
- Assessing and compensating for visual or hearing impairments.

Considering the above mentioned challenges, the teachers and parents should work in collaboration in order to overcome those challenges . Triumphing over the educational challenges associated with multiple disabilities is a complex task. Staying mindful about medical conditions can assist with classroom placement, as can being aware of a student's intelligence level. Assistive technology (AT) and alternative communication methods, including text-to-speech technologies, hearing aids and sign language, can neutralize communication problems.

Physical therapy and occupational therapy can ease physical challenges, and in turn, they can improve a student's ability to function inside the classroom. Assistive technology and special education aids can be helpful here as well. Meanwhile, an assigned aid can provide assistance in cases in which functioning independently is difficult or impossible. Finally, solutions ranging from priority seating to alternative textbooks (braille, audio, etc.) to hearing aids and sign language can compensate for visual and hearing impairments. A closer look at the specific disability categories which comprise a student's multiple disabilities can supply further suggestions for overcoming educational challenges.

Check Your Progress - 4

Identify the statements that are true in relation to children with special health problems and indicate the same with '✓'mark

1. Are at risk from chronic physical, developmental, behavioural, or emotional conditions.
2. Dependent and need someone to assist always.
3. Require health and related services of a type.
4. Belong to low intellectual category.

5. Require early and continuous screening/follow-up.

6. Cannot attend schools.

2.1.4 Let us Summarise

- The term 'Special Needs' in the education setting comes into play whenever a child's education programme is officially altered from what would normally be provided to students through an Individual Education Plan, which is sometimes referred to as an Individual Programme plan.

- Children with special needs may have been born with a syndrome, terminal illness, profound cognitive impairment, or serious psychiatric problems. Other children may have special needs that involve struggling with learning disabilities, food allergies, developmental delays, or panic attacks.

- For children with special needs, early intervention is an important step towards helping the child fulfil his or her full academic, emotional, and social potential.

- Children with needs based on their deficiency in areas of vision, hearing, movement, perceptual motor ability, social-emotional characteristics, intelligence and adaptive behaviour were classified.

- These children are regarded as children with diverse abilities and this deviation in abilities can be either in positive or negative direction.

- The special needs of children are identified in the areas as mentioned below:

  health, safety, education, enjoyment, moral support, achievement, positive contributions, and success.

- The children considered for inclusive education under different challenges are as follows:

- Children with hearing challenges;

- Children with visual challenges;

- Children with intellectual challenges;

- Children with learning challenges;

- Children with orthopedic challenges;

- Children with emotional behavioural challenges;
- Children with special health problems; and
- Children with multiple challenges.
- Teachers of special need children should take care of these children by considering their need and requirement accordingly and making required modifications in the infrastructure, classroom seating arrangements, adaptations in curriculum, and also to take care of their social interaction with their peer group.
- Students with visual impairments should be encouraged to participate in all classroom activities, physical education, and extracurricular activities. Make sure the classroom is easy to move around in and free of obstacles.
- Teaching learning materials have to be procured/ prepared for training of the target behaviour selected.
- Individualized programme plan, a complete plan, has been introduced in all teaching and training programmes all over the country.

2.1.5 Answers to 'Check your progress 1 and 2'

Check Your Progress – 1

1,2,3,-'a'

4,5-'✓'

Check Your Progress – 2

1-a,2-a,3-d,4-b

Check Your Progress - 3

E – 1,4,5,6,8,11.13

0 – 2,3,7,9,10,12

Check Your Progress - 4

1-", 3-", 4-", 5-" - **'✓'**

2.1.6 Unit-end Exercises

1. Explain the characteristics and needs of the visual and auditory challenging children.

2. Discuss the characteristics and challenges of orthopedically handicapped and emotionally challenged children and identify the role of teachers in each of these situations.

3. Explain the special needs of intellectually challenged and learning-disabled children.

4. Clarify the concepts and needs of children with multiple challenges and special health problems.

2.1.7. References

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Block 2 - Understanding and Addressing Learner's Diversity

Unit 2 - Girls with Disabilities: Issues, Challenges, and Supportive Programmes

Structure

2.2.1 Learning Objectives

2.2.2. Introduction

2.2.3. Learning Points and Learning Activities

2.2.3.1. Girls with Disabilities: Issues

Check your progress -1

2.2.3.2. Girls with Disabilities: Challenges

Check your progress - 2

2.2.4. Let us Summarise

2.2.5. Answers to 'Check your progress 1and 2'

2.2.6. Unit End Exercises

2.2.7. References

2.2.1. Learning Objectives

After studying this Unit, the student teachers will be able to

- Explain the concept of girls with disabilities;
- Identify the issues related to girls with disabilities;
- Discuss the challenges related to girls with disabilities; and
- Suggest suitable supportive programmes for girls with disabilities.

2.2.2. Introduction

As you all know people with disabilities face many obstacles in their struggle for equality. Although men and women are subject to discrimination because of their disabilities, women are at a further disadvantage because of the combined discrimination based on gender and disability. One of the first challenges is the lack of gender disaggregated estimation of

people living with disabilities. In the context of education and special education, the numbers indicate that more boys receive special education than girls, while some argue that this is due to the fact that a higher number of men live with disabilities.

When we consider the Special Education needs of boys and girls, the reality is that there is very little research on gender and disability. We know that far fewer girls than boys receive special education services, making up about one-third of the students served. For years, the assumption has been that girls simply do not have special education needs at the same level or rate as boys. It is not known, however, whether or not the difference in special education enrolment is truly due to different prevalence rates or to other eligibility and assessment factors. It is very possible, and highly probable, that there are girls who could benefit from special education services who are being left out because of assessment and identification problems. Further, boys may be over-represented.

According to the UN, over 600 million people or more than 10 % of the earth's population live with a form of disability. "Girls and women of all ages with any form of disability are generally among the more vulnerable and marginalized of society. "Less than 5 per cent of children and young persons with disabilities have access to education and training~ and girls and young women face significant barriers to participating in social life and development".

In this Unit, you will study about girls with disabilities and the related issues and challenges.

2.2.3. Learning Points and Learning Activities

As we all know gender is one of the most important categories of social organisation, yet people with disabilities are often treated as asexual, genderless human beings. However, women with disabilities and men with disabilities have different life experiences due to biological, psychological, economic, social, political, and cultural attributes associated with being females and males. The patterns of disadvantage are often associated with the differences in the social position of women and men. These gendered differences are reflected in the life experiences of women with disabilities and men with disabilities. Women with disabilities face multiple discriminations and are often more disadvantaged than men with disabilities in similar circumstances.

Girls and women of all ages with any form of disability are generally among the more vulnerable and marginalised of society. An estimated one in five women live with disabilities and the prevalence of disability is actually higher among women than men

(19.2 versus 12 per cent). Yet, women and girls with disabilities remain at the margins of decision-making and work on gender equality. For too long, the specific needs of women with disabilities have been invisible, both to the advocates of women's rights and those of disability rights.

Most studies indicate that boys are more likely to be identified as needing special education than girls. While boys count for 51% of all students in elementary and secondary schools, they can count for up to 75% of students in special education classes (Russo and Jansen, 1988). Researchers have speculated as to why boys are more readily identified as needing special education. Some authors have suggested that this reflects discrimination against boys with disabilities and deprives them from the benefits of regular education. They suggest that boys are more readily labelled as having a disability and channeled into special education on the grounds of disruptive behaviours. Others have suggested that the over-representation of boys in special education reflects the view that educating boys with disabilities is regarded as a priority; they are seen as in need of special education services in order to develop the skills to be able to support themselves and a family later on. These discussions and research studies have revealed how girls have been deprived from special education, and apart from all this, they are not identified of their disabilities. This type of discrimination shows how the girls with disabilities are neglected in our society.

Women with disabilities have historically been neglected by those concerned with issues of disability as well as the feminist movement. It is only within the last decade that serious attempts have been made to identify and understand the forces shaping their lives. These attempts have mainly focused on understanding how being female and having a disability interacts and how women with disabilities view their experiences. In this Unit, you will further focus on the issues and challenges related to girls with disabilities.

2.2.3.1. Girls with Disabilities: Issues

The issues and challenges of girls and women with disabilities are discussed together since many issues are related to both girls and women. The same girls experience the problems of women with disabilities in the later stages.

You might have come across number of girls with disabilities. You might have observed their situations and the related challenges they face in life. List at least two cases of disabled girls and narrate the issues and challenges you have observed in their lives.

Girls with disabilities are typically seen as helpless, childlike, dependent, needy, victimised, and passive. Girls with disabilities, of all ages, often have difficulty with physical access to health services. Girls with mental disabilities are particularly vulnerable, while there is limited understanding in general, of the broad range of risks to mental health to which girls are disproportionately susceptible as a result of gender discrimination, violence, poverty, armed conflict, dislocation and other forms of social deprivation".

There is ample evidence that women with disabilities experience major psycho-social problems, including depression, stress, lowered self-esteem, and social isolation, which remain largely neglected. Evidence also suggests that women tend to be restricted to home-based activities, while men are likely to be supported in more public and outward-looking avenues. Stereotypes are artefacts of culture that can only be understood by exploring their relations to each other in the cultural system. Gender stereotypes interact with disability stereotypes to constitute a deep matrix of gendered disability in every culture, developed within specific historical contexts, and affecting those contexts over time. Thus, cultures sustain the social relations of gendered disability in constant reiterations of stereotypes and expectations. In the education scene, discrimination on account of gender has been reported in many studies. However, girls with disabilities have remained invisible, both from the writings on gender and on disability. Therefore, the needs of girls with disabilities may be more special than the needs of any other group and have to be addressed in all spheres of education. Let us understand the issues related to girls and women with disabilities in different areas.

Lack of consideration as individuals and lack of visibility as a group:

Girls and women with disabilities are teased, taunted, looked down upon in the society. They are spoken about instead of spoken to. They experience the joint disadvantages of gender and disability. They are unseen in the mainstreams of the society and find their existence on the borders of society. They live in segregation. Stigma and prejudice are routine aspects of their lives. They are not even aware of autonomy, respect, dignity and equality of personhood. Girls and women with disability form a heterogeneous group, since because disability and gender are associated also with other aspects like type of disability, class, caste, ethnicity, and rural-urban residence. Both disabled and non-disabled are not aware of the rights of girls and women with disability and this adds to the existing inhuman scenario.

Denial of legal justice :

Though Article-41 of the Constitution of India explicitly mentions "disablement" as a condition for which the State is to strive, to provide assistance in certain matters including

education, work, etc. the existing legal administration, systematically marginalizes disabled girls and women in India. Unfortunately, existing disability legislation in the country like the Mental Health Act of 1987, The Rehabilitation Council of India Act 1992 and the Persons with Disabilities Act 1995, does not provide a gender component. Only the National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999, recognises women with disabilities as a 'vulnerable' group amongst persons with disabilities. The Supreme Court has recognised persons with disabilities as being a vulnerable group to whom the principles of equality and non-discrimination apply equally. Keeping in mind that in reality multiple forms of discrimination intersect, including gender and disability and hence, they ought to get covered under the prohibited ground of sex in Article 15 of the Indian Constitution. This provision covers women and allows the Indian Government to make legal provisions for them. However, these girls are left out of the reach of this provision, except for the recent focus placed on their specific needs in the Criminal Law (Amendment) Act, 2013. In reality, any law dealing with temporary special measures provisions, rights and obligations of the State towards women should cover women and girls with disabilities.

Lack of availability of data of girls and women with disability:

The fact that there are no attempts to understand the magnitude of the problem of girls and women with disability, shows the negligence of state towards the welfare of this category of people. Even the data available is meagre and offer only a limited understanding of the extent of prevalence of the problem of disability and its gender implications. As per the World Bank/ WHO Report 15% of the global population has a disability with female prevalence at 19.2% (World Health Organization and World Bank, 2011). The lack of data is gives a clue to the understanding of the situation of girls and women with disability.

Discrimination: Girls and women with disability are not discriminate on a single ground but they are marginalised in many aspects. They experience a seclusion from their own community, culture and their own family. The type of disability demands different needs, creates differences which goes unnoticed. Apart from experiencing the odd effects of disabilities they experience the consequences of different types of discriminations in different institutions including their own family. These issues should be understood in comparison with the lives of men with disabilities and women without disabilities. This will help to understand the the problem in depth faced by girls and women with disabilities. Ensuring accessibility to persons with disabilities, through the removal of social and political barriers, including attitudinal and communication barriers should be the predominant goal of public policy in all sectors including education.

Denial of Political Rights : The 'unsound mind" clause in the Constitution deprives men and women with certain disabilities such as psycho-social, intellectual and autism from voting rights. The Representation of People's Act 1950 disqualifies them from electoral roles and standing from elections. No attempt has been made to remove the discrimination under these acts. People of all types of disabilities are not disabled in political sphere. Many of them think appropriately in par with non-disabled. This has not been considered by the authorities deciding the political policies.

Lack of access for basic Education:

Women and girls with disabilities fare less well in the Indian educational arena than either their male counter parts or other women without disabilities. In the Population Census, majority of persons with disabilities were found to be illiterate. Only a little more than one third (37%) were reported to be literate. In India's flagship programme on education the Sarva Shiksha Abhiyan, 30% of the out of school girls are those with disabilities. The gender gap continues at all levels of education and among different disabilities. For instance, lowest educational enrolment and attainment are found among persons with multiple disabilities, intellectual disabilities, speech and hearing disabilities primarily due to communication barriers and the absence of a congenial learning environment; and among these marginal categories within the disability spectrum, figures for girls with disability were consistently found to be lower than for men with disabilities among people with disabilities. The statistics on the enrolment of children in school education completely misses the data on children with disabilities. The All India Survey on Higher Education conducted by the Ministry of Human Resource Development also does not cover students with Disabilities. There are several hurdles to girls with disabilities accessing and remaining in education. Firstly, the family comes in the way of their education. Family has to decide how worth it is to invest on the education of a disabled girl when other children in the family have to do schooling. Within the available resources some may not find worth investing in the education of such children. Attempts to make the parents aware of the significance of the education of girls with disabilities are not found up to the level needed. In the bargain, a girl in the family with disability get home bound. Secondly, there exists the problem of accessible transport and safe commuting options. These may not be available to reach school. Within schools there may be a situation where a regular teacher, untrained in special education methods happen to handle the situation, and as a result of lack of understanding of how to motivate these children, these girls get demotivated and stop going to schools. There may not be enough and appropriate infrastructure like accessible toilets in schools for girls to manage themselves at the time of menstrual periods. Absence of other infrastructure such as residential facilities and specialized equipment designed to address the need of these girls act as an added restraint to education. Girls with hearing

impairments suffer due to non-provision of sign language interpreters in educational institutions. Instruction in alternative forms of communication is not adequately guaranteed. In the inclusive education system adopted teachers are not adequately trained. There is no concrete evidence that progress for girls with disabilities has been made under the Right to Education.

Denial of Work and Employment : Economic independence of girls and women with disability is essential to their empowerment. However, they are systematically excluded from the mainstream workforce misleadingly being projected as incapable of productive work and a burden on the society. Stereotypes frame women with disability as being unfit either in the traditional role of homemaker or the newer role of wage earners. Additionally, stereotyping as asexual and lacking intelligence further hampers opportunity and growth in the work market. According to the Population Census, nearly two- third (sixty eight percent) of girls and women with disabilities, between the age group of 15 and fifty nine years were found to be non-workers, and sixty percent of females as non-workers among general population. The employment rate of persons with disability (men and women) compared to non-PWD is low, Women tend to be seriously under-represented in vocational training according to World Bank report 2009. The Persons with Disabilities Act, 1995 also fails to give due recognition to the working capabilities of all PwDs and has in place no special provisions for girls and women with disabilities. Furthermore, none of the schemes cover the fast-growing private employment sector. The problems faced girls and women with disabilities are preventing them from participating in the labour force and acquiring a bit of economic self-reliance include lack of requisite skills (linked to inadequate and inappropriate vocational and skill development programmes) discrimination and doubts about their working capacity by employers, lack of accessibility, absence of representation of PWDs and girls and women with disabilities in decision making positions, absence of monitoring of reservation policy in the government sector and non-implementation of affirmative action programmes in the private sector.

Lack of provisions for Health : The emphasis of medical model has made people think disability as the central concern for people with disabilities. There is need to recognise that general health concerns (immunisation, nutrition) are as important as the disability specific health issues. Reproductive and child health needs of girls and women are not taken care of and they need to be considered. Discrimination in health services for girls and women with disabilities is obvious and needs to be addressed. There is discrimination even within the disability sector, especially in relation to access and utilisation of health related services. Access to treatment services and distribution of aids & appliances is another strong indicator of the extent of gender gap. There is need to take action to prevent violence against women and girls in health care settings, including sexual harassment, humiliation

and forced medical procedures, or those conducted without informed consent, and which may be irreversible, such as forced hysterectomy, forced caesarean section, forced sterilization, forced abortion, and forced use of contraceptives, especially for particularly vulnerable and disadvantaged women and girls, such as those living with HIV, women and girls with disabilities, indigenous and afro-descendent women and girls, pregnant adolescents and young mothers, older women, and women and girls from national or ethnic minorities . Forced sterilization within institutions and by family is common though it is a human rights violation. There is no legal provision that prohibits non-consensual sterilization. Girls and women with disabilities must be able to access contraception's as per their choice. In recent years the availability of sterilization methods using certain drugs is being tried out on a large scale instead of teaching the women to manage menstrual hygiene and protecting them from rape.

The existence of forced sterilization has been in existence. Forced sterilization, hysterectomies and abortion of women with intellectual disabilities exists to enable menstrual management, and sexual exploitation

Violence and Torture :

Violence in all its facets is a serious area of concern for women and girls with disabilities, both as an individual experience and a structural reality that systematically oppresses them in all areas of life. Adding to the greater vulnerability of becoming victims are a multiplicity of other factors, that lead to violence are torture are as follows :

Dependence on the abuser and communication limitations especially among girls and women with speech and hearing disabilities, intellectual disabilities, psychosocial disabilities easy access to inmates in institutional setups, low or non-credibility to complaints of harassment and abuse by girls and women with disabilities especially in the case of girls and women with psychosocial and intellectual disabilities

myths around sexuality that girls and women are asexual or hypersexual the whole range socioeconomic and cultural factors that configure the lives of non-disabled women in patriarchal society.

There are many barriers to accessing justice, including complicated mechanisms for complaints and redressal, absence of accountability of both state and private actors and insensitivity of personnel in the police and judicial systems. The critical areas of concern on the issue of violence is found both in institutes and at home:

Violence within Institutions: Institutions in relation to women and girls with disabilities include mental health facilities, care-homes, residential hostels, halfway homes, homes for the destitute, juvenile homes for children with special needs and religious places. Within

these places, violence can range from chaining, filthy living conditions, common bathing, non-provision of clothes especially during menstruation, physical abuse and sexual violence often repetitive in nature. However, there is no response to the problem of systemic violence of this sort. Additionally, provisions for monitoring remain almost unimplemented.

For example, as per the Mental Health Act of 1987, the only penalty for private run institutions is revocation of license, which can be renewed after payment of fine and improvements suggested by the authority. Thus, state responsibility and accountability of personnel becomes even less in institutions run by private entities and non-existent in case of religious places, where it is very common to take women with psychosocial disabilities for treatment through prayer and black magic. Sexual violence within mental hospitals still is a largely unaddressed area apart from the other forms of mental and physical violence that is experienced by the women housed therein. Moreover, the insensitivity of officials, staff of institutions and carers towards issues of abuse only compounds the problem.

Violence and discrimination within Homes: In many families, they deny to the outside society the disability of their girl child since it is considered as a curse to the family and the karma of the parents. In order to maintain the secrecy of the disability, the girl is deprived of many opportunities like education, marriage, employment, and finally, will not be empowered. Women with disabilities experience violence, particularly family violence and violence in institutions, more often than disabled men. Women with disabilities are more likely to be sole parents, to be living on their own, or in their parental family than disabled men.omen with disabilities, with less financial resources at their disposal than disabled men, are particularly vulnerable to living in insecure or inadequate housing. Women who become disabled after marriage are at higher risk of divorce than disabled men and often experience difficulty maintaining custody of their children.

Although the Domestic Violence Act, 2005 is being implemented to address issues of violence and abuse in the domestic setting for all women, girls and women with disabilities continue to face serious abuses at the hands of relatives. These include the deliberate acts of seclusion, denial of basic amenities, chaining, mental abuse, emotional deprivation and abandonment. For girls and women with disabilities rejection happens at two levels, one due to their disability and the other when they are discovered to have been victims of sexual violence, especially in instances where they have conceived as a result of the abuse. In both cases, their vulnerability increases to more sexual abuse in the society by their unprotected and homeless state of being.

Denial of Family life and Motherhood: Girls and women with intellectual disability are denied family life and motherhood. Stereotypical views related to these girls and women results in making them live outside family life. To overcome this instead of providing

rehabilitation and other facilities many States have started coercion into marriage. A shockingly unethical scheme is in operation contributing to increasing violence on these girls and women in the guise of enhancing their matrimonial opportunities. States like Maharashtra, Chhattisgarh, Himachal Pradesh etc are running schemes of paying financial benefits ranging from 5,000 up-to 50,000 rupees to non-disabled persons to marry. Girls and women with disabilities are highly prone to being used as a means to access this incentive money. Many of them are married to as second wives, with no legal standing to claim any matrimonial benefits or protections, thus getting entrapped in marriages where they are exploited, abused and violated with no system of checks.

Disabled girls and women with children find their children being forcefully removed from their care. Divorces are very high as many marriages are conducted for reasons of dowry. Women lost custody of children after divorce and called unfit mothers.

Rural women:

Majority of women with disabilities live in rural areas. Most of them are left out of health care and literacy levels are lower. Most women work in agriculture related activities. Though India has many schemes related to rural development disability is not a focus area. Accessibility to self-help groups has 3% reservation but no data is available to know if women access it. Lack of toilets is a major problem in rural areas leading to women being raped.

Lack of access to basic facilities: Girls and women with disabilities are devoid of basic facilities like Physical and infrastructural as well as access for appropriate information, communication services.

Although the government is trying to bring about physical/ environment accessibility, lack of adequate planning and careless implementation lead to more obstacles than solutions. In none of the initiatives undertaken, is the gender and disability perspective incorporated in the design and planning.

Discrimination at very high level: The experience of being disabled exposes girls and women with disabilities to multiple discriminations in the domains of culture, society, politics and the economy, the specificity of the particular disability creates different needs, generates subtle differences which go unrecognized. The complex issues affecting girls and women with disabilities must be understood in relation to the distinct difference within various disabilities, men with disabilities and persons without disabilities.

Check Your Progress – 1

Identify any two girls with disabilities in your community or in schools around your community and collect information about the following aspects:

Name of the girl, age, achievement level, discrepancy between age and learning, social relationship with friends, teachers and others, nature of disability, type of ongoing treatment if any, her school work status, family background including economic status of the family, love and care by the parents and guardians, subjects she likes and dislikes, encouragement from teachers and parents.

Answer the following questions based on your study.

1. What suggestions you would like to give to her teachers?
2. What would you like to suggest to her parents?
3. What are your suggestions for schools in general to take care of girls with disability?

2.2.3.2 Challenges of Girls and Women with Disabilities

You all know that girls with disabilities are described as being doubly marginalised on account of their disability and their gender. They may be more vulnerable to poverty and social exclusion, and often have limited social, political, and economic opportunities and lack of access to basic services. They may also be at greater risk of sexual and physical violence and abuse. Girls with disabilities often experience discrimination, for example, in education and family life.

However, to address these issues, it is necessary to understand the social roles of women and men both with and without disabilities. The exclusion experienced by women and girls with disabilities is not simply a women's issue or a women with disabilities' issue, but a social issue that requires the active participation of women, men, girls, and boys.

The population of persons with disabilities is estimated to constitute 15% of the world population (WHO 2011). It is further estimated that 19% of women with disabilities live in Third World countries. These women constitute three-quarters of the women living in absolute poverty globally.

Challenges faced by girls and women with disabilities are as follows :

Social Challenges : Indian society still has not developed to consider girls and women with disability, in par with others. Still it has not accepted girls with disability as normal in relation to social life in society. The society looks down upon this group and they are highly marginalized in almost all societies. The families do not expose these girls for many reasons. Fear of low status, fear of getting match in marriage for the rest of the daughters/ sons in the family, safety and security of the disabled one are some of the causes for not exposing these girls to the society. Because of this social stigma, they are not sent to school

and thus they are denied of education. Girls and women undergo sexual abuse and this is one of the biggest challenges. Women with disabilities are more prone to sexual abuse and victimisation because they are considered to be weak and hence easy targets. The sexual rights of women with disabilities are further compromised by factors such as negative attitudes of family and society, and cruel religious and cultural practices. They are denied of sexual needs. People in the community feel pity and sorry for people with disabilities and often conclude that their physical appearance would not allow them to have sexual intercourse. They are viewed as sick people who need to heal ûrst before they could indulge in sexual activities. The challenges faced by women with disabilities in accessing sexual and reproductive health services are multifaceted; they are caused by economic, political, cultural and educational factors. One can see violence is at a very high level, affecting particularly vulnerable women and girls with disabilities. They find it difficult to protect themselves from such situations. Most of the girls cannot even understand what is happening to them. They are forced to procedures of sterilization, hysterectomy etc to avoid situations like rape and sexual violence The state organizations should ensure proper protection and safety measures for these people. The members of the community need to be alert to see that they are safe guarded.

Economic/Financial Challenges: Majority of girls and women with disabilities belong to lower socio-economic strata of the society. These women are excluded from economic empowerment initiatives on account of their gender and their disability. In most of the cases, they are dependent on others for regular and disability related expenses. They find difficult even to manage the expenses needed for medical expenses. Guardians and Parents find it difficult to bear other expenses, since managing the medical expenses itself becomes a burden for them. Many of them have problems in mobility and seek someone to assist them. Provision should be made for their travel from home to school so that they can come to school without any risk. It should be ensured that girls with disability are in safe environment both inside and outside the school. Many of the girls with disabilities find it difficult to bear the expenses of study materials and other requirements of education. Appropriate measures should be taken to see that they get education free of cost in its real sense. The motivation level for education of these girls will not be as good as other children without disabilities for number of reasons. Schools should keep motivating by being more lovable and affectionate towards them.

Provision needs to be made for at least partial financial aids for these girls either governmental/ non-governmental or community-based organizations. By training them with vocation-based skills based on their ability, they should be prepared for jobs to earn their living. Girls actually fare better academically than boys in special education. However,

they are less likely than their male counterparts to be employed after graduation, less likely to enroll in post-secondary training or education, and more likely to earn low wages.

Political Challenges: As mentioned above, as a group they are kept out of the political life of the society. Though they are able to make decisions, judgement, capable of analyzing the situations, they are devoid of such opportunities. They are kept out of franchising, taking part in public discussions, and also reviewing the local, national and international situations. Lack of education also has added to this situation. Most of them are not even aware of the unjust situations.

Cultural Challenges : Indian culture is still patriarchal. There is difference in acceptance of men with disabilities and girls/women with disabilities. With the same type and range of disabilities, the sufferings of boys and girls are different.

Educational Challenges : The global literacy rate is as low as one per cent for women with disabilities, according to a UNDP study. Girls with disabilities need special provisions in the school and should be educated by special teachers. They cannot cope with the regular classroom setup and as a result they face many challenges. They need special type of communication, special equipment, different type of seating arrangement, different type instruction, different pace of learning and these are not found in regular classrooms. Inclusive set ups in India are still satisfied just by making disabled and non-disabled children sit together in classrooms. This has even increased the challenges of these girls. The psychological factors like self-esteem, self-confidence should be taken care of with deliberate attention. The result of girls being denied special education services involves a host of problems associated with the failure to diagnose and address girls' learning disabilities, including high rates of academic failure, teen pregnancy and unemployment. adolescents with disabilities are not given the opportunity to learn about sexual and reproductive health as compared with their peers because teachers, parents and counsellors fear to discuss sexual and reproductive health with them because they are perceived to be non-sexual. As such, they miss out on basic vocabulary to describe changes in their bodies

Health related Challenges :

Girls with disabilities face several kinds of health-related challenges. They are unique in each case and need different types of services. These are not properly taken care of by the state and community bodies. The marginalisation of women with disabilities in sexual and reproductive health services presents a challenge in the global fight against HIV and AIDS. Initiatives and policies that embrace the sexual and reproductive health of women with disabilities are essential in fighting the spread of HIV and AIDS. Sexual and reproductive health needs of women with disabilities need to be seriously taken on board by governments. WHO (2004) also notes the physical barriers that prevent women with

disabilities from accessing sexual and reproductive health. Health staff would use abusive and insulting language when dealing with women with disabilities who were pregnant. They often assume that women with disabilities are not sexually active. Lack of confidence, shyness, poor relations with health staff and low literacy levels are some of the challenges encountered by women with disabilities. Women with disabilities still continue to face prejudice and discrimination daily. This has negatively affected their access to sexual and reproductive health services. The practice of forced sterilisation is still rampant. Involuntary sterilisation done on women with disabilities is an act of violence, and it is degrading to the human being. it is largely assumed that women with disabilities will transfer their disabilities to the unborn child; hence, to break this circle of having children with disabilities women with disabilities are discouraged from giving birth. They are often assumed to have no capacity to take care of the children.

Check Your Progress – 2

Observe any two girls with disabilities. Identify any two challengers faced by them. Collect information about their challengers.

2.2.4. Let us Summarise

1. There is ample evidence that women with disabilities experience major psycho-social problems, including depression, stress, lowered self-esteem, and social isolation, which remain largely neglected. Evidence also suggests that women tend to be restricted to home-based activities, while men are likely to be supported in more public and outward-looking avenues.

2. There are number of issues to be addressed related to girls and women with disabilities. They are lack of consideration as individuals and lack of visibility as a group, denial of legal justice, lack of availability of data of girls and women with disability, discrimination, denial of political rights, lack of access for basic education: denial of work and employment, lack of provisions for health, violence and torture against disabled girls and women.

3. These issues have resulted in number of challenges. These challenges are found in social, economic, education, cultural, political and health related areas and serious measures should be taken to help girls and women with disability to face the challenges until the problems are solved or minimized.

2.2.5 Answers to ‘Check your progress 1 and 2’

Check Your Progress – 1

Share your experiences and deductions during a meeting with your colleagues.

Check Your Progress – 2

Share the deductions with teachers of other schools.

2.2.6. Unit -end Exercises

Explain the issues and challenges faced by girls and women with disabilities.

2.2.7. References

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Special Chapter 1a WOMEN WITH DISABILITIES IN INDIA WwD India Network1-ttps://womenenabled.org/pdfs/mapping/Women%20with%20Disabilities%20in%20India.pdf

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Block 2 - Understanding and Addressing Learner's Diversity

Unit 3 – Disability, Diversity, Socio-Cultural and Economic Factors

Structure

2.3.1. Learning Objectives

2.3.2. Introduction

2.3.3. Learning Points and Learning Activities

2.3.3.1. Concepts of Disability and Diversity

Check your progress 1

2.3.3.2. Disability and Socio-Cultural Factors

Check your progress 2

2.3.3.3. Disability and Economic Factors

2.3.4. Let us Summarise

2.3.5. Answers to 'Check your progress 1 and 2'

2.3.6. Unit-end Exercises

2.3.7. References

2.3.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Elucidate the concept of disability in the context of diversity;
- Explain the concept of socio-cultural factors;
- Identify the socio-cultural factors that lead to disability; and
- Analyse the economic factors that lead to disability.

2.3.2. Introduction

In the previous Unit, you have studied the issues and challenges of people with disability and have identified the implications of these issues and challenges in the context of education. Understanding to the factors contributing for disability will allow us to look at them with more concern and we exactly come to know where exactly are the solutions for their problems. Hence, in this unit, we are going to discuss the factors contributing for disability. We are also analysing a new trend in the field of Special Education, i.e., considering the concept of disability as diversity. You have already studied about the concept of 'diversity' under course 1, and we are going to analyse the same concept with a broader connotation to include disability also. This trend is very important in the contemporary scenario to consider people with disability in a more human and constructive role. This understanding will help you to deduct the educational implications of these issues for schools, teachers and also for the general public.

2.3.3. Learning Points and Learning Activities

2.3.1. Concepts of Disability and Diversity:

We have already discussed the concept of disability under different units of Block 1. But here we discuss the concept from a different perspective, i.e., the socio-cultural perspective.

A definition for disability, that is universally accepted is difficult to derive at, since the concept differs in different cultures. Each socio-cultural context accepts a definition of disability as accepted by the people of that social group.

Some definitions as put forth by organizations and experts in the field are given below:

The World Health Organization, has put forth a definition that has gained international acceptance. The concept 'disability' is usually discussed alongside its related concepts of 'impairment' and 'handicap.' Impairment is defined as 'any loss or abnormality of psychological, physiological, or anatomical structure or function'. While impairment relates to constituents of the body (the 'organ' level), disability relates to the compound or integrated activities expected of the person (i.e., tasks, skills, behaviour).

Disability is defined as "any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being". A person is considered either disabled or not, depending on the extent to which he or she can function in the given society. The term, therefore, refers to a number of different functional limitations that one can observe in any population, in any society. Handicap relates to the social consequences of deficiencies in organs and activity performance. It is defined as 'a disadvantage for a

given individual, resulting from an impairment or a disability, that limits or prevents the fulfilment of a role that is normal for that individual'. The meaning of handicap, therefore, focuses on the shortcomings in the environment and in many organized activities in society, which prevent persons with disabilities from participating.

Disability, unlike impairment and handicap, is a learned social role. like all other forms of social deviance, can be viewed not as an objective, physical or mental condition, but as a role into which people are placed. People with disabilities are rewarded for behaviour that conforms to social expectations associated with the disability role and punished for behaviour that departs from these expectations. disability is defined by society and is given meaning by a culture. It is therefore clear that there are various perceptions of what disability is as there are a variety of cultures.

Disability and Culture

The cultural understanding of the concept 'disability' is central to the determination of the position or status that the disabled individuals are given in a specific society. Cultural understanding is also shaped by the meanings attached to the concepts of human being or personhood, by the social and economic organization of a given society, or by other internal and external cultural dynamics.

As experts in the field identify, the conceptions of disability are formed by the conceptions of the person in a culture. The 'person' refers to the evaluation of others as opposed to self-evaluation. Large-and small-scale societies perceive the concept of disability differently. In small-scale societies close interactions between individual members are the norm, and each individual may have extended and multi-strand relationships with other members of the society. Individuals may interact in the course of economic production, during leisure time, or while participating in the arts or ceremonies. The social identity of the person in these small-scale societies is based on family clan and other characteristics and not on how the individual looks. Natural integration of the disabled into family life and community activities is the norm in many small-scale societies. The disabled, as we will see in the course of this paper, are viewed as unique individuals and not as persons with disabilities.

In large-scale societies, on the other hand, where social relations and contexts are more impersonal, individuals are not directly related to each other in varied contexts. For example, relationships that begin at work often end at work. Based on the concepts of equality and individual rights, there is a general assumption that people are not different: difference is treated as invisible. Large-scale societies' conceptions of disability are, therefore, formed not from within the general society and the social processes, but "in the context of the

centralist state that imposes a universal code through legislation". Legislation determines the existence and recognition of the disabled by defining what it means to be disabled, establishing criteria, and determining the classification of the disabled. Legislation also determines the establishment of medical and paramedical institutions as well as educational services. In this way, people with infirmities become a marked group; they are given social identity; as citizens who have the same rights as others and should be integrated like ordinary people.

Disability Across Cultures

It has been observed by practitioners in the field that, "language is not merely an instrument for voicing ideas but that it also plays a role in shaping ideas by guiding the experience of those who use it .As the literature will attest, when different cultures used positive language to describe individuals with impairments, impaired individuals were integrated into the society. Whereas cultures, who used negative language to describe their impaired individuals had a tendency to disavow the impaired. Experts suggest four aspects that contribute in this context.

Body

Bodies, across cultures were universally recognized as having a purpose, a function, and a value, which aided in the survival and the advancement of the given society. Although the body was capable of having multiple purposes and varying degrees of value, it was perceived as functioning as a complete whole, a oneness within itself. The whole body was perceived as being erroneous if one aspect of the body was amiss. The concept of 'spreading' was applicable to various levels of impairments and in various contexts (physical, social, or events) across different cultures. For example, if a woman was incapable of walking, she was also perceived as being incapable of having children. If a blind person could not see, it was sometimes assumed that he could not hear, though of course there was no necessary connection.

When cultures used the body as an instrument or an outward sign of physical beauty, individuals within that society were seen as focusing their time, energy and efforts to conform to that standard. Individuals were thereby categorized and recognized as conforming or not conforming to that image. Therefore, it would be expected that individuals in key positions representing a particular culture would be considered beautiful and able-bodied. In the United States, for example, individuals in key positions were considered beautiful and able-bodied (i.e., politicians, entertainers, and athletes). Understandingly then, individuals

who did not conform, either intentionally or unintentionally, to this physical image of beauty were rejected by the larger society.

In the Indian culture, the body played a different role from that of physical beauty, as represented in American society. In India, the body performed the function of a store house for the soul. The emphasis and value in the Indian society was placed on the soul(s) of their people as opposed to the body which stored the soul's). Thus when the body was not normal, due to physical impairments such as blindness, deafness, or motor disability (e.g., limping), the individual was still considered human nor were they held responsible for their condition. Though they were not considered with greater importance, they were not abandoned.

Identity (Stigma)

Identities and stigmas across the different cultures were universally imposed upon the disabled by the able-bodied individuals. the values held by society would ultimately determine how the impaired person would feel about themselves and their impairment.

In some countries, regardless of what the physically impaired person may think of themselves, they are given a negative identity by society, and much of their social life is a struggle against this imposed image. If the person was stigmatized, the impairment was considered their primary identity, while previous jobs, roles, or activities were perceived as secondary or of little importance by the able-bodied community. Cultures that stigmatized impaired individuals created an environment which fostered a obsession with the disability. As a result of this stigmatization, individuals with impairments were often cast into the same lot and social status as criminals and certain minority groups: they were all outsiders, deviants from social norms.

Cultures that avoided the stigmatization of the disabled had different perceptions of the ability and roles of the disabled. For them, deviations in the body (at birth) can induce a higher, lower, or undetermined status in comparison with able-bodied people. Therefore, not all deviation was stigmatizing, and not all persons with disabilities were marginalized because of their disability.

It has been documented that in some countries disabled war veterans were given a positive identity for their heroic efforts in serving in their country's war. Individuals disabled during the war were regarded in a positive light and given preferential treatment in comparison to individuals impaired by other means (i.e., congenital, farming). Although many soldiers experienced a reduction in their old identity by their inability to fulfill their former roles (through work or in social events), the identity given to them by the government

often resulted in a new higher status in comparison to their previous status. This is true in relation to India also.

Labelling

Disabled people are as diverse as the rest of the population. But societies group them under a single label or category as 'disabled'. This practice of categorization resulted in many evils like contributing for negative perception, suggesting the denial of doing any good by the disabled and segregation of disabled from the rest of the group.

This labelling is more common in complex societies, as opposed to small-scale societies. In small-scale societies, where face-to-face contact between community members is the process for communicating and interacting, individuals are related and connected to each other in diffused social roles and contexts. In such situations, a single personal characteristic, such as a physical impairment, does not generalize to define the persons' total social identity. On the other hand, in complex societies, social relationships and contexts are more impersonal and task specific, and individuals are not related to each other in varied contexts. Accordingly, visible physical characteristics are commonly classified and socially represented as the individual's identity.

This labelling of 'disability or handicap' was not a universal concept. According to experts, some of the developing cultures had no formal categorization or label of 'disabled or impaired' in which to describe individuals with body parts that were not functioning to their fullest capacity. More commonly disabled people tended to be addressed and discussed in terms of the specific disability they suffered from. For example, a person missing an arm was often talked of and addressed as gacanley or gacamey, meaning 'armless'.

Personhood

Personhood is the status of being a person. Processes through which personhood is recognized socially and legally vary cross-culturally, demonstrating that notions of personhood are not universal. May be the concept of 'what makes a person' in a culture decides the criteria for 'personhood'. For example, in a particular society, if an individual, to be called a person he should possess a complete body, capable of accomplishing his role in his society, that forms the personhood. There is a great debate on 'is being alive and being human are one and the same or different', and this controversy also relates to this concept. In a society, if an individual to get into the concept of human being, it is not enough if he is alive, but he needs to be human also. This type of personhood is necessary for a functional society that embraces people with disability whole heartedly.

Researches state that there was a fine distinction between the connotations of personhood in small-scale societies and large complex societies. In small-scale societies an individuals 'personhood' was directly connected to their social function, their individual ability to contribute to the day-to-day activities within their society. While in complex societies, an individuals 'personhood' was directly linked to the appearance of their physical body and their social interactions.

Services Available

In small- and large-scale societies, there are a number of internal and external factors that influence against adequate services being provided to the disabled. These factors drastically impede or increase the disabled chances of self actualization and social recognition. These factors will be carefully examined and discussed.

Small-Scale Societies

The largest internal factor which influences against small scale societies receiving adequate service is that of funding linked to social perceptions. If the disabled are considered as being functional, in body, and with limited economic resources being available to the culture, the services are given for them with resistance. The disabled in large-scale societies, with the help of international organizations, such as World Health Organization (WHO), International Labor Organization (ILO), and other political/social organizations, have been successful in using the political movement to gain recognition and integration into mainstream society.

Considering 'disability' as diversity

As mentioned above, the practitioners and researchers in the field of special education have put forth the idea of considering disability with a more comprehensive perspective, by including the same under the concept of diversity. This means, disability is a diverse and natural phenomenon as any other aspects that are considered under diversity, like tradition, race, etc and should be considered with similar dignity, acceptance and respect as any other attribute of diversity. Let us start with the analysis of the concept of 'disability'

An important element of diversity and inclusion that is frequently missing, however, is disability.There is a wide range of literature which discuss our need to ensure diversity, but they rarely mention disabilities. It's as if people with disabilities are forgotten by those who created this literature. Discussion regarding diversity has often focused on gender and race. In contrast, there has been limited attention given to people with disabilities as the world's largest minority group.

There is a recent move which strongly puts forth 'disability' as an inclusive part of diversity. This is a welcoming trend for many reasons. There is a good rationale to consider disability as diversity.All that people have related for diversity will apply to disability also as a part of diversity. Let us see what people have said about diversity.

Let us first understand how and why disability has to be considered as diversity and analyse its advantages simultaneously. Let us start with the definition of 'diversity' and see how the concept of 'diversity' fits into it.

According to Dictionary definition, "diversity" is defined as the state or fact of being diverse; difference; unlikeness; Variety; multiformity, the inclusion of individuals representing more than one national origin, colour, religion, socioeconomic stratum, sexual orientation, and a point of difference.

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Diversity includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another. While diversity is often used in reference to race, ethnicity, and gender, it embraces a broader definition of diversity that also includes age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also includes diversity of thought: ideas, perspectives, and values. Individuals affiliate with multiple identities.

The concept of "disability" fits neatly into each of the definitions, as

- Disability means "difference" and "unlikeness" from the majority;
- Disability is a natural phenomenon;
- Disability is not deliberate;
- Disabled are valuable;
- Becoming disabled is not under human control;
- Disabled can increase the value of a society;

- Disabled are diverse in their own way;
- Disabled are intrinsically valuable;
- Disability are also human beings with all human attributes; and,
- most definitely, and disability is a point of difference.

So, disability also is a component of diversity which deserves to be respected, and people with disability should be understood as unique and need to be recognised as individuals with differences. These differences need to be understood in a nurturing environment. With individuals with disabilities, there is a need to move beyond simple tolerance to embrace and celebrate their humanhood. The second description has included disability clearly as part of diversity.

Considering disability as diversity will have number of positive results. This approach makes an individual identify the positive aspects in the individual rather than identifying the deficiencies. It contributes to consider people with disability with human touch. It brings them closer to the community. It goes beyond the medical and social model and encourages human interaction and social participation. Hence, disability needs to be part of diversity in order to ensure every one living with a disability, either temporary or permanent, an equitable opportunity to be welcome, to belong and to contribute. The same as we all want for ourselves.

Two arguments are significant while considering diversity, inclusive of disability:

The moral or social justice situation asserts that each person has value to contribute, and that we must address barriers and historical factors that have led to unfair conditions for marginalized populations. For example, equity for the disabled refers to what a genuine impartial society would look like, where the distribution of society's benefits and burdens would not be skewed by the amount of contribution an individual makes to the society, and individuals would be no more or less likely to experience them due to the disability they experience.Much data is available on the negative economic impact of excluding people with disabilities, not considering them with an attitude to see them as people with diversity.

Check Your Progress: 1

Identify relevant points from the following to consider Disability as diversity. Identify relevant points with '✓' mark.

1. Disability means “difference” and “unlikeness” from the majority;
2. Disability is not a natural phenomenon;
3. Disability is deliberate;
4. Disabled are valuable;
5. Becoming disabled is not under human control;
6. Disabled can increase the value of a society;
7. Disabled are diverse in their own way;
8. Disabled are intrinsically valuable;
9. Disabled are also human beings with all human attributes; and,
10. most definitely, and disability is not a point of difference.

2.3.3.2. Disability and Socio-Cultural Factors

Considering the concept of ‘disability’ in any situation, in isolation with their cultural factors will lead to either inappropriate or incomplete understanding of the concept of disability because both the concepts ‘disability’ and culture are interwoven to a great extent, and the concept of ‘disability’ is mainly constructed by the socio-cultural factors.

To understand the influence of socio-cultural factors on disability, let us start with the concept of ‘culture’. The concept ‘culture’ has many versions in its contemporary use. The word culture is used to denote an attitude, a way of life, or the traditions, habits, or beliefs of a group or a society. It also represents shared organization of ideas that includes the intellectual, moral and aesthetic standards prevalent in a community and meanings of community actions, Culture may denote a historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about and attitudes toward life.

Thus, culture denotes an identifiable pattern of behaviour exhibited by people in response to diverse phenomena in their environment. Culture is learned, it varies over time. At the same time, however, culture has certain constant features, including language, which differentiates it from other cultures in other times or places. fashion, sometimes a behaviour, and sometimes a way of doing things. A culture is, therefore, defined by its differences and exclusions.

Culture has a normative role in a given society. In the case of individual members, cultural standards define various matters, including what it means to be a person or human being, the value placed on gender, the value placed on children, and the value placed on the old. In the same way, culture may also determine whether members are categorized in groups or perceived as individuals.

This clarity helps us to understand the factors of culture or what can be described as 'Cultural factors'. In the broad sense, they are set of variables related to tradition, ethnicity and religion, grouped together into a single entity. Even across the population of a single country, there are substantial differences in ethnicity, caste, religious practices and so on, which are recognised by different laws applying to different groups within the same nation. What seems to be ethically correct behaviour in one group of people, may not be recognised as such by a different cultural community. The recognition of these kinds of differences in the perception of 'normalcy' and 'disability' is very important while dealing with disability since what is considered a 'handicap' in one cultural context may be considered normal in another context. For example, Benares, a place of worship for Indians, had most of its blind people living in their homes and begging in the streets of the town during the day. They could earn more money begging and living at home, and preferred to do this, rather than stay in an asylum where begging was forbidden. Unless some one was truly destitute or handicapped, and unable to earn his living, one did not want to seek shelter in an asylum. If the western ideologies related to human rights and community-based rehabilitation are applied in the community of these blind people without due regard to the indigenous concepts of community-accepted behaviour, it is more likely to fail in practice.

The cultural understanding of the concept 'disability' is central to the determination of the position or status that the disabled individuals are given in a specific society.

As experts in the field identify, the conceptions of disability are formed by the conceptions of the person in a culture. The 'person' refers to the evaluation of others as opposed to self-evaluation. Large- and small-scale societies perceive the concept of disability differently. In small-scale societies close interactions between individual members are the norm, and each individual may have extended and multi-strand relationships with other members of the society. Individuals may interact in the course of economic production, during leisure time, or while participating in the arts or ceremonies. The social identity of the person in these small-scale societies is based on family clan and other characteristics and not on how the individual looks. Natural integration of the disabled into family life and community activities is the norm in many small-scale societies. The disabled, as we will see in the course of this paper, are viewed as unique individuals and not as persons with disabilities.

In large-scale societies, on the other hand, where social relations and contexts are more impersonal, individuals are not directly related to each other in varied contexts. For example, relationships that begin at work often end at work. Based on the concepts of equality and individual rights, there is a general assumption that people are not different: difference is treated as invisible. Large-scale societies' conceptions of disability are, therefore, formed not from within the general society and the social processes, but "in the context of the centralist state that imposes a universal code through legislation". Legislation determines the existence and recognition of the disabled by defining what it means to be disabled, establishing criteria, and determining the classification of the disabled. Legislation also determines the establishment of medical and paramedical institutions as well as educational services. In this way, people with disabilities, become a marked group; they are given social identity; as citizens who have the same rights as others and should be integrated like ordinary people.

Having understood the concept of disability, diversity and the need to consider disability as diversity, let us understand the factors that lead to disability and its consequences. As we have observed and also ascertained by related literature, two aspects influence disability to a significant extent, and they are the socio-cultural and the economic factors. Let us understand each of them.

To understand the influence of socio cultural aspects on people with disability we need to understand two conceptions of disability which has been already mentioned in the first Unit of Block 1.

The Medical Model

How we see and think about people with a disability is important in determining how we care for them. Over many years, different ways of thinking about people with disability – what are called 'models' of disability – have been developed. Probably the best known of these is the 'medical' model. The medical model of disability views people as being disabled, impaired and 'different', and that their needs should be addressed by medical and other treatments to help 'fix' them (even if their disability is not necessarily causing any problems). So the medical model looks at 'what needs to be fixed' with the person, not at his or her strengths or needs. People with disability are expected to have low expectations for what they can achieve and to be dependent on others for help, support and decision-making.

According to the medical model, disability is the cause for social disadvantage. Disability is a deviation from the normal functioning of the organism that come in the way of an

individual from those activities that make social integration possible. The causes of the disadvantage are thus identified with biomedical factors at the individual level.

Therefore, disability policies focus mainly on social and health services. Disabled people are subject to "therapeutic-rehabilitational" treatments in order to restore the biological as well as psychological functioning of the individual, usually through the use of technology. The goal of the intervention is always to remove or reduce the deviation from biomedical norms, so that people can become capable of playing the social roles required and demanded by the society.

Participation in social life is then pursued through a process of normalization of people with disabilities that at the same time does not require any significant change at the cultural level.

Social Model of Disability :

The social model of disability considers body as machine to be fixed in order to conform with normative values. It identifies systemic barriers, negative attitudes and exclusion by society (purposely) that mean society is the main contributory factor in disabling people. While physical, sensory, intellectual, or psychological variations may cause individual functional limitation or impairments, these do not have to lead to disability unless society fails to take account of and include people regardless of their individual differences.

A fundamental aspect of the social model concerns equality. The struggle for equality is often compared to the struggles of other socially marginalized groups. Equal rights are said to give empowerment and the "ability" to make decisions and the opportunity to live life to the fullest. A related phrase often used by disability rights campaigners, as with other social activism, is "Nothing About Us Without Us."

The social model of disability focuses on changes required in society. These might be in terms of:

- Attitudes, for example a more positive attitude toward certain mental traits or behaviors, or not underestimating the potential quality of life of those with impairments,
- Social support, for example help dealing with barriers; resources, aids or positive discrimination to overcome them, for example providing a buddy to explain work culture for an autistic employee,

- Information, for example using suitable formats (e.g. braille) or levels (e.g. simplicity of language) or coverage (e.g. explaining issues others may take for granted),
- Physical structures, for example buildings with sloped access and elevators, or
- Flexible work hours for people with circadian rhythm sleep disorders or, for example, for people who experience anxiety/panic attacks in rush hour traffic.[10]

According to this model, the physical and social environment affects the social disadvantage of people with disabilities at various levels. The social model does not deny the biomedical components of disability; however, it rejects the idea that social disadvantage is caused by the psychophysical impairments as such. According to this model, disability "is something imposed on top of impairments of people and as a result they are unnecessarily isolated and excluded from full participation in society". Therefore, disadvantage results from the inadequacy of social and economic structures, which produce disabling effects on people with structural and functional deficits and consequently exclude them from social life.

The Social and medical model differ in their way for restoring equality. Impairement or disability is not the issue but the cultural perception which decides the way of accepting the disabled is crucial in deciding the status of life of the disabled. So instead of focusing on minimising or removing the impairment, some intervention in the way society perceives the disabled is required to shape the life of people with disability better.

Social model has called attention to the sociocultural dimension of the disadvantage experienced by disabled people. By shifting attention from the body to the social and cultural relations involving the body, the social model has opened the path for the realization of new policies that go beyond health and social services. These include policies for the elimination of architectonic barriers(related to architecture), for integration in schools and workplaces, and for accessibility to the ICT.

The social model also has a distorted concept of social disadvantages because it neglects the reality of the impairments.

Either impairment or social structures are necessary but not sufficient conditions to produce disabling effects. What is important according to experts is, disability becomes a social disadvantage only through the connection of the biological and psychological limitations of the person with a certain sociocultural context.

Although they are contrary to one another, the medical and the social model have some elements in common. First, disability is for both a negative deviation from the social norms. Second, both take the social disadvantage to be a mere relation of "dis-adaptation" that does not recognize the intentionality of people with disabilities.

Though the social model has been criticised by many, the cultural breakthrough that it has produced has had a liberating impact on many disabled people. This model has resulted in reshaping the image of the social identity of disabled people, as a result of which, they are no longer represented as victims of their bodies but of a discriminating society. By advocating for a different concept of social disadvantage, these movements have challenged the dominant representations of disabled people as passive subjects with no agency and have proposed a positive conception of the person with a disability.

The perception that is important today is given by CRPD, where it introduces a new concept of disability. Accordingly, "disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others"

Instead of seeing the person with disability as 'having something wrong' that needs to be 'fixed', the social model sees society and the barriers it places to the aspirations and progress of people with disabilities as being at fault. These barriers tend to be of three kinds:

- **environmental** – buildings, transport and other public places and services being developed without thought for the needs of people with disabilities
- **attitudinal** – people and communities being quick to draw stereotypical conclusions that limit the potential of people with disabilities and the tendency of some people (knowingly or unknowingly) to be discriminatory or prejudicial
- **organisational** – showing lack of flexibility and empathy in the way they develop their policies, practices and procedures

The models or the conceptions presented above do not take the agency of the person with disability sufficiently into account.

Check Your Progress – 2

Classify the ideas of 'medical model' and 'social model' by indicating 's' for social model and 'm' for medical model.

1. low expectations from disabled;
2. “Nothing About Us Without Us.”
3. causes for disability are biomedical factors at the individual level
4. body as machine to be fixed in order to conform with normative values
5. the cause for social disadvantage
6. systemic barriers, negative attitudes and exclusion by society increase disability
7. disabled dependent on others for help
8. concerns equality
9. Equal rights lead to empowerment
10. disabled are not capable of decision-making

2.3.3.3. Disability and Economic factors

More than one billion people, or 15 percent of the world’s population, have some type of disability. Furthermore, a large percentage of disabled people live in poor conditions. For example, 90 percent of people with impaired vision live in low-income settings. These disabled people in poverty often times lack resources such as food, water, shelter, healthcare, education and work. It is important that when people focus on aiding developing countries, disabled people in poverty are included in the picture.

The following aspects need to be understood while understanding disability from economic perspective.

- Disability is both a cause and consequence of poverty. This means that people who experience poverty are more likely to become disabled and people who are disabled are more likely to live in poor conditions. It is a cause because it can lead to job loss and reduced earnings, barriers to education and skills development, significant additional expenses, and many other challenges that can lead to economic hardship. It is also a consequence because poverty can limit access to health care and preventive services, and increase the likelihood that a person lives and works in an environment that may adversely affect health.
- Half of all working age adults who experience at least one year of poverty have a disability.

- Poverty and disability go hand in hand. The poverty rate for working-age people with disabilities is nearly two and a half times higher than that for people without disabilities. Research finds that half of all working age adults who experience at least one year of poverty have a disability, and nearly two-thirds of those experiencing longer-term poverty have a disability.

- People with disabilities are also much more likely to experience material hardships—such as food insecurity; inability to pay rent, mortgage, and utilities; or not being able to get needed medical care—than people without disabilities at the same income levels. The same goes for families caring for a child with a disability.

- It is an obvious fact that the expenses of living for disabled is higher than for an average person. People with disability face more economic problems than non-disabled because of the additional cost of treatment and maintenance cost to manage life with disability. According to World Health Organisation, disabled people are 50 percent more likely to get into difficulty from troublesome health expenses.

- People with disabilities are also much more likely to experience material hardships. It is common that disability is preventable or treatable, but often times disabled people in poverty will go their entire lives without proper healthcare. Without treatment, medical conditions can worsen.

- In addition to overpriced healthcare, there is a lack of qualified healthcare professionals who are ready to serve in rural areas.

- People with disabilities are much more vulnerable to deficiencies in the healthcare system. Most of the disabled people in India, live in rural areas, and there are no adequate health facilities for them. They lack assistant devices for living and also for education.

- It is obvious that access to medical devices and health treatment can decrease the consequences of disease or injury, improve health and quality of life and reduce the use of health services, but these are not available only because of their economic condition. Devices like hearing aid, spectacles, wheel chairs, are not available for them as a result of poverty.

- The educational opportunities for disabled are not very encouraging. Children with disabilities do not find place in schools, because the schools are not in a position to respond to their needs. For example, lack of education in sign language for the dear, use of braille for blind is not available in schools, and these children do not have access to go to special schools. Hence, they do not fit to get into an inclusive set up and not afford to go to a school in a segregated set up. This permanently affects the socio-economic status of disabled people in poverty. They continue to be poor throughout their life. Deaf children and People with disabilities are likely to have very limited education opportunities. For example, a deaf child is likely to be denied access to education because the school does not offer sign language-friendly tuition. This lack of education permanently affects the socioeconomic status of disabled people in poverty.

- Securing a job is extremely difficult for disabled people who are in poverty. This is because of lack of accessibility in the workplace or discrimination. Only 45 countries have anti-discrimination laws to protect disabled people. The job they get is not economically or personally rewarding. The wages are very low, and the treatment they get in the workplace also is not secured and respectful. In some cases, it is dangerous especially for girls and women. Hence, consequences of economic scarcity may lead to severity of disability or increased difficulties.

- Disabled people in poverty often are at risk due to poor living conditions. Research shows that there are alarming health condition trends associated with disability. UNICEF states that disabled people are more likely to contract infectious diseases and injuries. According to the WHO, many people with disabilities experience premature death.

- UNICEF states that it is important that disabled people in poverty gain affordable access to treatment. For some developing countries, global and non-profit intervention is necessary. According to the World Bank, disability-inclusive development is being made. For example, the United Nations Convention on the Rights of Persons with Disabilities will help countries establish disability discrimination laws and create disability-friendly policies.

Check Your Progress 3:

Identify the statements that are correct in relation to economic factors of diversity:

1. Disability is both a cause and consequence of poverty.
2. The poverty rate for working-age people with disabilities is nearly three and a half times higher than that for people without disabilities.
3. People with disabilities experience material hardships
4. There is a lack of qualified healthcare professionals
5. Disability is not preventable or treatable
6. Access to medical devices and health treatment for people with disability can decrease the consequences of disease.

2.3.4. Let Us Summarise

1. Disability cannot be understood devoid of socio-cultural aspects
2. The concept of 'disability' varies in different cultures
3. The concept of 'disability' is constructed based on different perceptions like, Body, Identity (Stigma) Labelling and personhood
4. The concept of disability has been developed based on medical and social model
5. The concept of disability differs in small scale and large scale societies
6. Disability is a cause and consequence of poverty.

2.3.5.Answers to Check Your Progress -1, 2 and 3

Check Your Progress: 1

1,3,4,5,6,7,8 are relevant

Check Your Progress – 2

1,3,5,7,10-M

2,4,6,8.9 -S

Check Your Progress 3 :

2 and 6 are not correct

2.3.6. Unit-end Exercises

1. Explain diversity as a concept inclusive of disability
2. Explain the socio-cultural factors influencing disability
3. Explain the economic factors influencing disability.

2.3.7. References :

- http://cdrnys.org/blog/disability-dialogue/the-disability-dialogue-disability-as-diversity/
- https://opensource.com/article/17/12/diversity-and-inclusion
- https://www.jonesconsultancy.nz/blog/03/2019-diversity-inclusion-and-disability
- https://www.disabled-world.com/disability/diversity.php
- https://austinstartups.com/diversity-includes-disability-9de840f47f2e
- https://www.huffpost.com/entry/its-time-to-include-disab_b_13643060
- https://www.quora.com/What-is-the-difference-between-diversity-disability-and-inclusion

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Block 2 - Understanding and Addressing Learner's Diversity

Unit 4 - Curricular Issues

Structure

2.4.1. Learning Objectives

2.4.2. Introduction

2.4.3. Learning Points and Learning Activities

2.4.3.1. Concept of Curriculum and Curricular Issues

Check your progress 1

2.4.3.2. Curricular Issues Related to Special Needs Children

Check your progress 2

2.4.4. Let us Summarise

2.4.5. Answers to 'Check your progress 1 and 2'

2.4.6. Unit End Exercises

2.4.7. References

2.4.1 Learning Objectives

After studying this Unit, the student teachers will be able to -

- Elucidate the concept of curriculum;
- Explore the curricular issues related to special needs children;
- Identify the issues related to curriculum in general and specific;
- Compare the curriculum of normal children with that of special needs children; and
- Suggest measures to overcome the issues related to curriculum of children with special needs

2.4.2. Introduction

It is true that educating children with special needs is sometimes very difficult, but the reward for their learning is unmatched. In order to teach these children, you must first

really get a good grasp of what they are truly capable of achieving. Every child is different, so you need to take the time to really study all the information available so that you can identify the best manner in which to educate the child.

Children with disabilities may often feel excluded from both peer bonding and understanding of the subject matter. The aim of inclusive classrooms is to reduce such exclusion and enrich the teaching- learning experience of all children involved.

Moreover, statistics reveal that many children in regular schools, especially children with disabilities, drop out after the fifth class. The reasons for this could be many, including some related to the school or the community or the homes from where these children come. The following might be some of the reasons:

- Curriculum not relevant to the children's needs, or low expectations from children;
- Teachers not taking individual style of learning into consideration; and
- Teacher training not in tune with the latest developments or technologies, etc.

But, in spite of this, efforts are undertaken by some teachers to welcome and increase acceptance of children with disabilities in the classrooms. It is this motivation that drives teachers to visit the child's home, interact with parents, and find ways to make the child participate in the class, using a number of strategies. Now in this Unit, we will discuss the various curricular issues related to children with special needs.

2.4.3. Learning Points and Learning Activities

2.4.3.1. Concept of Curriculum and Curricular Issues

The term 'curriculum' is derived from the Latin word 'currere' which means a kind of route which the learner travels. All the activities going on in the school or outside of the school is called curriculum. It is basic to the intellectual, physical , moral, and emotional development of the child. Let us study a few important definitions of curriculum.

According to Kerr, "Curriculum comprises all the learning which is planned and guided by the school, whether it is carried on in groups or individually inside or outside of the school".

The Secondary Education Commission (1952-53) defines it as, "Curriculum is the totality of experiences that pupils receive through the manifold activities that go in the

school, in the classroom, library, laboratory, workshop, playground and in the numerous informal contacts between the teachers and pupils".

According to Cunningham, "Curriculum is a tool in the hands of the Artist (Teacher), to mould his/her materials (Students), according to his/her ideals (objectives) in his/her studio (College/School)".

The definition and explanation related to curriculum remains the same for all the courses and programmes whether it is for normal or challenged children. The only difference is the way it is transacted. After knowing the definitions of curriculum, let us focus on the principles of curriculum construction, which is again the same for all the field of studies.

Curriculum at school in early stages generally caters to develop some motor skills, literacy and numeracy skills among children. Later it includes objectives to be achieved, teaching-learning materials, guidance and counseling, and pupil's involvement in various activities. To achieve these learning outcomes, the curriculum should also consider certain principles and norms. Hence while preparing the curriculum, the following principles should be considered keeping in mind the learner.

1. Principles of Child Centredness,
2. Principle of Community Centredness,
3. Principle of Activity Centredness,
4. Principle of Variety,
5. Principle of Co-ordinations and Integration,
6. Principle of Conservation,
7. Principle of Creativity,
8. Principle of Forward Looking,
9. Principle of Flexibility,
10. Principle of Balance, and
11. Principle of Utility.

1. Principle of Child Centredness

As modern education is child-centred, the curriculum should also be child-centred. It should be based on the child's needs, interests, abilities, aptitude, age level, and circumstances. The child should be the central figure in any scheme of curriculum

construction. In fact, curriculum is meant to bring about the development of the child in the desired direction so that he is able to adjust well in life. A child here can be a challenged child.

2. Principle of Community Centredness

Though the child's development and growth are the main consideration of curriculum construction, yet his social behaviour is also to be suitably developed; both the individual development and the social development of the child deserve equal attention. The challenged child has to live in and for the society. Therefore, his needs and desires must be in conformity with the needs and desires of the society in which he is to live. The values, attitudes, and skills that are prevailing in the community must be reflected in the curriculum. However, the society is not static. It is dynamic. Its needs and requirements are changing with the rapid developments taking place in all fields. While working for the development, this factor cannot be ignored.

3. Principle of Activity Centredness

Curriculum is mainly for learners. So, the age, interest, capability, capacity, aspiration, needs, and psychology of the learner should be taken into an account. The curriculum should centre round the multifarious activities of pupils. It should provide well- selected activities according to the general interests and developmental stages of the children. It should provide constructive, creative, and project activities. For young challenged children, play activities should also be provided. The purposeful activities, both in the classroom and outside the classroom, should be provided. It is through a network of activities that the desired experiences can be provided and consequently, desirable behavioural changes can be brought about in the children.

4. Principle of Variety

The curriculum should be broad-based so as to accommodate the needs of varied categories of pupils, so that they are able to take up subjects and participate in activities according to their capacities and interests. The needs of pupils also change from place- to-place. For example, pupils in rural areas, urban areas, and hilly areas will have different needs. The needs of boys and girls are also different. So, these considerations should be reflected in the curriculum.

5. Principle of Co-ordination and Integration

Of course, the pupils are to be provided with selected experiences through various subjects and activities but these must be well integrated. Various subjects and activities have to serve the same ultimate purpose, the achievement of the aims of education. The activities and subjects should not be put in after-tight compartments but these should be inter-related and well-integrated so as to develop the whole child.

6. Principles of Conservation

One of the main functions of education is to preserve and transmit our cultural heritage. This is essential for human progress. Culture consists of traditions, customs, attitudes, skills, conduct, values and knowledge. However, the curriculum framers must make a suitable selection of the elements of culture, keeping n view their educational value and the developmental stage of each category of challenged learners.

7. Principle of Creativity

The conservation of culture helps to sustain the society. The culture should not be simply transmitted but also enriched. There should be provision in the curriculum to develop he creative powers of the child so that he becomes a contributory member of the society. Raymont says, “In curriculum that is suited to the needs of today and of the future, there must be definitely creative subjects.”

8. Principle of Forward Looking

Education is to enable the child to lead a successful social life. So the curriculum should not cater to the present needs of the child alone. The needs of his future life should also be considered. The curriculum should also include knowledge, skills, experiences, influences etc. which will develop in the child abilities and power to make effective adjustments in the later life.

9. Principle of Flexibility

In our age, rapid developments are taking place in various fields. Consequently, the needs of society are hanging. The content of curriculum cannot be same for all times to come. It should not be static. It must be dynamic and change with the changing times. It should reflect the latest trends in the field of education and psychology.

10. Principle of Balance

The curriculum must maintain a balance between subjects and activities, between direct and indirect experiences, between academic and vocational education, between compulsory and optional subjects, between formal and informal education, between individual and social aims of education etc.

11. Principle of Utility

Curriculum should be useful rather than ornamental. It should not only include subjects which owe their place in it to tradition. The curriculum must have practical utility for students. So, there should be some provision for technical and vocational education in the curriculum.

The various principles of curriculum construction should be kept in mind. The various challenges of children should also be kept in mind. Also, various regional and national conditions should also be considered. It fact, all considerations which will help in achieving the aims of education should be given due consideration.

After understanding the concept and principles of curriculum now let us focus on the various issues related to curriculum.

Curricular Issues

As you all know that curriculum involves the whole area of learning that provides the experience to learners both inside and outside the class rooms. Its construction is based on the needs and wants of learners at all level. It is a systematic plan that provides different learning experiences to the learner. It provides a planned learning environment and the necessary instruction. It aims at achieving the intended outcomes of learning and bringing the desired changes in behavior among learners. Before knowing about the issues related to curriculum, let us study the difference between curriculum and syllabus. Knowing the difference will make you to understand and analyse whether the issues are related to curriculum or syllabus. Below table gives you the knowledge of both curriculum and syllabus.

Difference between Curriculum and Syllabus:

Basis of Comparison	Curriculum	Syllabus
Meaning	Curriculum is the overall content, taught in an educational system or a course .	Syllabus is the document that contains all the protion of the concepts covered in a subject.
Origin	Curriculum is a Latin term	Syllabus is a Greek term
Set for	A course	A subject
Nature	Prescriptive	Descriptive
Scope	Wide	Narrow
Set out by	Government or the administration of school college or institute	Exam board
Term Used	Till the course lasts	For a fixed term, normally a year normally a year
Uniformity	Same for all teachers	Varies from teacher to teacher

After going through these differences now it has become clear to you the concepts of curriculum and syllabus. This difference will help us to understand the concept better and accordingly help us in planning the curriculum. Needs and wants of the learner are important while planning any curriculum. More generally, barriers to successfully delivering a broad curriculum for students with special educational needs include the responsibilities, attitudes and skills of educational staff, a lack of specialized teaching materials and aids, and a shortage of staff resources. Clearly students with special educational needs are not a homogeneous group and their requirements often vary considerably. Some of the major defects in the present-day curriculum can be identified as follows:

Major Defects in the Present Curriculum are as follows:

- More emphasis on theory not practical.
- Rote learning is encouraged.
- Text book based examinations
- Learning is Examination Oriented.
- Heavy syllabus to be covered.
- Not life oriented.
- Does not facilitate for developing the whole personality.
- Not helpful to vocation.

These are long pending defects to be rectified. But if you all have observed still neither the curriculum designer nor the curriculum transacting authority has shown any interest in rectifying those defects considering the learner as the centre of teaching learning process. Now let us discuss upon the needs of the learner after knowing the defects in the curriculum

Following needs of the learner have not been taken care.

- Formulation of objectives based on the needs and requirements of the learner .
- Selection of the subject and content according to their maturity level and interest.
- Selection of learning experiences matching with their age level.
- Interrelationship and correlation of subjects should be considered.
- Guiding students for proper utilization of leisure time.
- Curriculum should be related to the needs of the community life.
- Evaluation system needs to be learner friendly.

Ultimately, we can say that the existing curriculum in inclusive schools have various issues which needs to be taken care and solved accordingly in order to satisfy the needs and requirements of the special needs children. The current school curriculum is not sensitive to the educational needs of CWSN.

Following are some of the major curricular issues to be looked upon.

Check Your Progress – 1

Match the items in Column 'A'(principles of Curriculum) with the items in Column 'B'(meaning of principles)

	Column 'A'	Column 'B'	
1	Child Centredness	curriculum should centre round the multifarious activities of pupils	A
2	Activity centredness	should be based on the child's needs, interests, abilities of the child	B
3	Principle of Variety	should help to preserve and disseminate culture	C
4	Principle of conservation	should be broad-based so as to accommodate the needs of varied categories of pupils	D

2.4.3.2. Curricular Issues Related to Special Needs children

As we all know special needs children are with varied needs when compared to normal children. Each category of special child's learning style is different, perception level is different and each category requires different methodology of teaching. For example: Blind students require braille scripts and all the subject related concepts should be available in braille. Now let discuss on the curricular issues related to CWSN.

Some of the major issues related to Special Needs Children Curriculum are as follows:

- Opportunities for these children are consequently limited and restricted.
- Disability related concepts and studies are ignored and/ or not thought of or little included in various school curriculums.
- The examination system is not flexible ;
- School infrastructural difficulties are unfriendly to meet the CWSN'. This involves impassable and unavailable facilities within the reach of CWSN;
- Negative attitude towards CWSN by teachers and their fellow colleagues/ peers has affected the retention of CWSN in schools.
- CWSN are presumed to be incapable, of low intelligence, without friends, no value from them.
- Their participations at school are presumed to be useless and of no meaning.
- Provision of insufficient institutional materials like braille papers, Perkins braillers and braille text books to special units to suit the special learning of CWSN.
- The alternative report to the UN committee of experts on the implementation of the CWSN indicates that no braille text books are available for secondary school.
- Such unavailability has directly discriminated against CWSN and prejudice their education;
- Lack of/limited involvement in sports disability related activities for CWSN hence restricting sports ambitions and poor body healthy set up for such children
- Few trained sign language teachers;

Don't you think that the above mentioned are the real issues related with the curriculum of the special needs children.

Suggestive measures for Curricular issues identified by the National Focus Group Team of NCERT:

Now let us examine the measures suggested by for the curriculum of the children with special needs as identified by the National Focus group team of NCERT.

- Developing strategies for meeting the educational needs of learners with disabilities in large classrooms.
- Understanding the significance of early identification and intervention.
- Emphasizing good teaching–learning practices.
- Making the curriculum flexible and accessible.
- Utilising technology and assistive devices.
- Developing appropriate assessment and evaluation procedures.
- Providing vocational education.
- Capacity building and empowering teachers and stakeholders.
- Identifying suitable sports and other co-curricular activities for optimal development of learners with Special Educational Needs.
- Barrier-free intervention/educational environment (including attitudinal barriers).
- Developing national support systems.
- Making all options of education, such as, open schools, regular schools, special schools, non-formal and alternative education systems, available to all children including children with disabilities.

Some suggestive measures are as follows:

- School curriculum should be revised to take into account the educational needs of all children and the Government should increase funding of the special education units;
- Provision of disability friendly facilities and instructional materials in the curriculum.
- CWSN having assistive aids and compliances to enable their movement, rough terrain, rugged and slippery roads during rainy season.

- Candidates should be allowed to opt for more than one examination benefit from the clauses below:

  i) Extra time: Additional time of 20 minutes per hour of examination for each of the subject is to be given to cover time required for reading over by the scribe, understanding the question, dictation, fatigue on account of sitting continuously etc. If the medical condition requires short breaks for better performance, a break of not more than 10 minutes per hour will be permitted.

  ii) Scribes : Candidate with following certified impairments are provided with this facility. When applying for the scribe facility, the candidate should specify the language the scribe should be comfortable using.

  iii) Additional Help : Depending on the nature of the examination, lab assistant or reader may also be appointed to assist the candidate during the examination.

  iv) Non-professional support personnel: At times, caregivers may be required to help the candidate into the examination hall and find their seat while other cases may require a caregiver to remain with the candidate for motivation and comfort.

  v) Use of computers: Candidates with the impairments (Learning disability, Cerebral palsy, Autism) should be allowed to use computers in the examination after a written request is made to the concerned official.

  vi) Special Provisions for specific impairments: For example, Candidates with blindness and low vision: These candidates should be provided with alternate questions in the theory papers in place of the question related to marking and labelling of maps, construction of geometrical figures and diagrams/graphs etc. at secondary and senior secondary level. (b) Besides scribes and use of computers, these candidates should be allowed to take examinations by using braille typewriters, which they have to bring on their own.

Candidates who are deaf/with hearing impairment:

1. Sign language interpreters should be allowed in the examination room.
2. Candidates with Autism, Cerebral Palsy, Intellectual Disability (Mental Retardation), Multiple Disabilities: Computers with adapted hardware like trackball instead of mouse, augmentative communication boards (illustrative and not exhaustive) may be allowed.

3. Candidates with intellectual impairments should be allowed to opt for project work.

Sensitisation and awareness and reinforcing the capacities of communities and stakeholders

- CWDS, their parents or guardians to be actively consulted on an on going basis in relation to the decisions that affect them directly or indirectly;
- Other concerns that affect the child's learning are the inability to read and write in Braille, or communicate in sign language. Collaboration with special teachers and parents helps in overcoming some of these challenges.
- A teacher can help in developing positive self-concept by caring and supporting the academic and social efforts of a student.
- If the school and class have a welcoming environment wherein diverse abilities are respected, social relationships amongst students are nurtured, and the school is like a caring community, all children feel encouraged. Feelings of low self-concept can be reduced by a teacher who encourages her students by giving positive feedbacks.

What can a teacher of CWSN do?

A teacher can definitely be thoughtful, sensitive and unbiased.

- She needs to be deeply committed to the belief that all children can learn, and have high expectations from all her/ his students and convey these expectations to the children.
- S/he should also reward successes; that will help in developing better self confidence in children.
- S/he should also provide sufficient meaningful opportunities for all children to participate in the learning process.
- S/he may use teaching learning strategies that are suitable for most of the children in the classroom with some additional or different ones, rather than remove some children from the class for learning in segregated settings.
- This can be achieved by giving choices of activities to everyone.
- The teacher should understand and believe that disability does not mean being useless or helpless.

Hence, we can conclude saying that Creating a plus Curriculum: plus curriculum which is specifically designed for children with disabilities, to increase

accessibility (e.g. braille, large print, reading aids, language/communication for deaf children, communication for children with cerebral palsy).

- The general curriculum needs to be adapted to the different formats that the plus curriculum is available in to make it accessible for children with disabilities.
- NCF 2005 also emphasizes the need of inclusive curriculum keeping in view the diversity of learners.
- An inclusive curriculum aims to provide quality education that will enable all children to learn effectively and participate equally in class. (SSA, 2006).
- At present time the general curriculum in whole country is rigid.
- The teachers are not allowed to do modification as per the need of the individual children e.g. the Children with Hearing Impairment have difficulty even in learning one language but still, they are compelled to study more than one like regional language, Hindi and English compulsory up to Upper Primary level.
- An inclusive curriculum addresses the child's cognitive, emotional, social and creative development. It is based on the four pillars of education for the twenty-first century – learning to know, to do, to be and to live together.
- (UNESCO, 2009) Supporting the Policy Cycle: Inclusive education system and society can only be realized if the government is aware of the nature of the problem and is committed to solve it.
- Appropriate monitoring and evaluation mechanisms need to be put in place to evaluate the impact of inclusive education policies as regards the learner, the education system and wider societal development.

Sensitization of Policy Planners:

- For inclusion to be successful, besides the training of teachers and other rehabilitation professionals, the sensitization of administrators, policy makers and planners is also vitally important.
- The planning and implementation of programme to prepare wide range of professionals is an issue that needs to be addressed on priority basis at the national level to give impetus to inclusive education movement. (Singh, 2006).

Check your Progress -2

Find the appropriate answers to fill in the blanks

1) Extra time should be given to disabled children to _____

a) to understand questions

b) to motivate students

c) help to score more marks

d) to make the exam easy

2) Scribes should be provided_____

a) to help students to read

b) to help students to write

c) to help students to understand

d) to motivate students

3) Additional Help should be in the form of _____

a) a relative

b) a friend

c) lab assistant or reader

d) none of the above

4) Non-professional support personnel should be provided to _____

a) to assist them to write in exam

b) to motivate students

c) to help students to remember what they have learnt

d) help students to move into the examination hall

5) The type of students to be allowed to use of computers in the examination are students with

a) learning disability

b) mental retardation

c) physical impairments

d) hearing disabled

2.4.4. Let us Summarise

- The term curriculum derives from the Latin word 'currere' which means a kind of route which the learner travels. All the activities going on the school or outside of the school is called curriculum.

- Curriculum at school in early stages generally caters to develop some motor skills, literacy and numeracy skills among children. Later it includes, objectives to be achieved, teaching learning materials, guidance and counselling and pupil's involvement in various activities.

- Principles of Curriculum Construction are: Principles of Child Centredness;

- Principle of Community Centredness ; Principle of Activity Centredness ;

- Principle of Variety; Principle of Co-ordinations and Integration; Principle of Conservation; Principle of Creativity; Principle of Forward. Looking; Principle of Flexibility; Principle of Balance; and Principle of Utility.

- There are number of limitations in the Present Curriculum like, more emphasis on theory not practical. Rote learning is encouraged. Text book based examinations. Learning is Examination Oriented. Heavy syllabus to be covered. Not to life oriented.

- There are some major issues related to Special Needs Children Curriculum likeOpportunities for these children are consequently limited and restricted, disability related concepts and studies are ignored and/ or not thought of or little included in various school curriculums, the examination system is not flexible and nationally recognised and practiced, school infrastructural difficulties are unfriendly to meet the needs of disabled children, their participations at school are presumed to be useless and of no meaning, provision of insufficient institutional materials like braille papers, Perkins braillers and braille text books to special units to suit the special learning of CWSN. (For other issues - refer the main text.)

- Some measures have been suggested in this regard. They are, school curriculum should be revised to take into account the educational needs of all children and the Government should increase funding of the special education units, provision of disability friendly facilities and instructional materials in the curriculum, Candidates can opt for more than one examination benefit.

2.4.5 Answer to Check your progress 1 and 2

Check Your Progress – 1

1-b,2-a,3-d,4-c

Check your Progress -2

1-a,2-b,3-c,4-d,5-a

2.4.6 .Unit end Exercises

1. What are the measures do you suggest in order to overcome the issues related to the curriculum of CWSN.

2. What is the role to be played by the teacher in order to match the existing curriculum of CWSN with their need and requirements.

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Block 2 - Understanding and Addressing Learner's Diversity

Unit 5 - Curriculum Adaptations and Modifications

Structure

2.5.1. Learning Objectives

2.5.2. Introduction

2.5.3. Learning Points and Learning Activities

2.5.3.1 Curricular Adaptations and Modifications

Check your progress 1

2.5.3.2. Curricular Adaptions and Modifications Related to Special Needs Children

Check your progress 2

2.5.4. Let us Summarise

2.5.5. Answers to 'Check your progress 1 and 2'

2.5.6. Unit End Exercises

2.5.7. References

2.5.1. Learning Objectives

After studying this Unit, the student teachers will be able to

- Explain the concept of curricular adaption;
- Elucidate the meaning of curricular modification;
- Differentiate between adaptation and modification;
- Clarify the need for CWSN curricular adaptation and modifications;
- Identify the areas related to CWSN curricular adaptation and modifications; and
- Suggest the curricular adaptations and modifications required for CWSN.

2.5.2. Introduction

Dear Students, in the previous Unit you have studied the various issues related to the curriculum of special needs children. You also have understood the meaning and difference between curriculum and syllabus. At the end of the Unit, you have gained knowledge of

suggestive measures to be taken in order to solve those issues. In this Unit, we will focus on how best we can make our existing curriculum learner- friendly by making a few adaptations and modifications. What are those adaptations and modifications? Where do we need to do it? How to do it? Who has to do it?

As we begin to comprehend and incorporate some of the understanding needed to include a student with impairment in the classroom, it is important to realise the significance of the curriculum to classroom practices. Creating an inclusive culture in the classroom will involve attending to the curriculum, which incorporates the components of a course of study. The components include the syllabus, textbooks and needed teaching- learning materials, teaching strategies and processes, and assessment and evaluation processes. In discussing the efforts in curricular development and reform, the National Curriculum Framework (NCF) (2005) underscores the significance of making the curriculum "an inclusive and meaningful experience for children" stating "this requires a fundamental change in how we think of learners and the process of learning".

Adaptations, accommodations, and modifications may seem like interchangeable terms, but when it comes to inclusion, they carry significantly different meanings. Accommodations and modifications serve as two separate kinds of curricular adaptations.

2.5.3. Learning Points and Learning Activities

2.5.3.1. Curricular Adaptations and Modifications

You might have some idea about the meaning of adaptations. In our day- to- day life activities, we make many adaptations for better adjustment and to lead a contended life. Now let us know the meaning of adaptation related to inclusive education. Adaptations are the description of changes in general and special education that are needed for the student to meet his/her goals and objectives. Adaptations do not change the rigour or expectations to the curriculum at the student's grade.

According to NCERT (2015), "Adaptation refers to adjusting assessments, material, curriculum, or classroom environment to accommodate a student's needs so he/she can participate in, and achieve the teaching-learning goals".

Curricular adaptations have also been described as "changes permissible in educational environments which allow the student equal opportunity to obtain access, results, benefits, and levels of achievement". Simply put, curricular adaptations allow students with disabilities to participate in inclusive environments by compensating for learners' weaknesses.

Accommodations accomplish this objective without modifying the curriculum. Some curricular adaptations do not fundamentally alter or lower standards or expectations in either the instructional or assessment phases of a course of study and can be designated as 'accommodations'. In other words, students receiving accommodations read the same material and take the same tests as their peers without disabilities.

Once again to recall the definition of adaptation given by NCERT, it is conceptualised as Adaptation refers to adjusting assessments, material, curriculum or classroom environment, to accommodate a student's needs to enable him / her to participate in and achieve the teaching-learning goals. Accommodations provide different ways for children to take in information or communicate their knowledge. The changes do not alter or lower the standards or expectations for a subject or test.

A child with delayed reading skills can participate in class discussions about a novel if she/he has listened to the audio tape version of the book. A child with poor writing and spelling skills may use assistive technology (tape recorder or word processor) rather than struggle with pencil and paper to do her report. Accommodations include classroom alterations such as seating the child in front, alterations in class work and homework such as individualising assignments, regarding length, number, due date, topic and alterations in examinations such as multiple choice questions, oral examinations, reading of question paper, allowance for spelling errors. Accommodating in schools give less scope for individualised adaptations.

Curriculum adaptation is an ongoing process that changes the regular prescribed curriculum by modifying or adapting it in terms of the content or delivery of instruction to meet the learning requirements of students with learning difficulties, including children with disabilities.

The content, the teaching process, assessment and evaluation, and the physical environment may be modified or adapted, and the activities should be flexible in order that the students benefit and achieve success in the classroom.

Teachers ought to adapt the curriculum to provide equity and meet the needs of diverse learners in order that all learners benefit and can fully participate in the classroom activities.

Curriculum is adapted to make education first and foremost accessible, and secondly, to see that no learner is unfairly prejudiced and excluded.

The following need to be kept in mind before any adaptations are made:

a) Co-relate adaptations to Individual Educational Plans/ Individual Training Plans;

b) Do not adapt just for the sake of adaptation, but adapt to meet the student's need;

c) A child with a learning difficulty may not require adaptations in all the areas. The teacher should determine the best and the most appropriate methods to address the student's needs;

d) The teacher is not expected to make different programmes for students, but manage the differences using a variety of approaches; and

e) The teacher should find ways to meet the learning needs within the unit or lesson being taught.

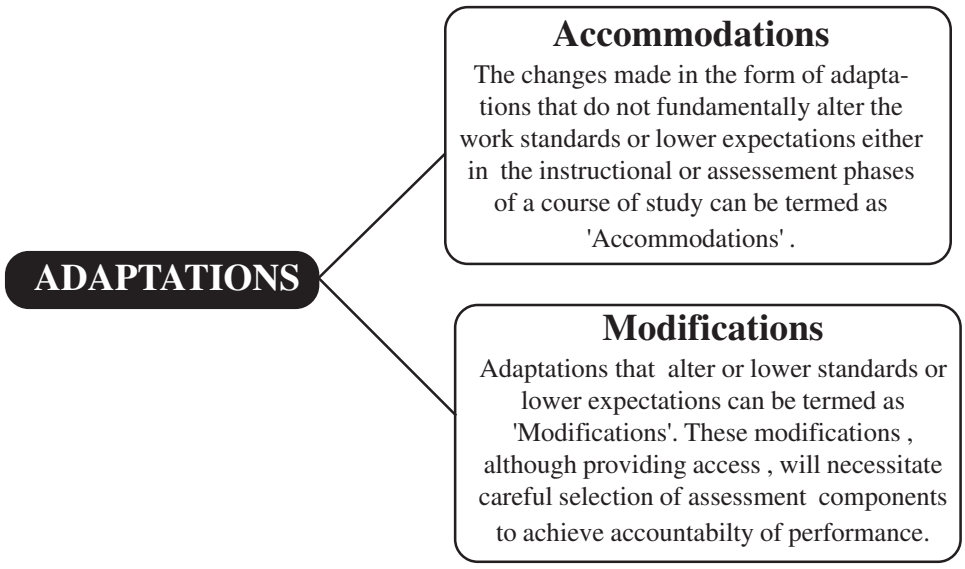
Curricular Modifications

In contrast to adaptations, modifications refer to curricular adaptations which change or lower expectations or standards. For instance, instead of a Kannada first language text requires reading extracts from the works of Pampa or Ranna(which is in 'halagannada') could instead read the simplified version of the same, given in prose form. This allows for participation in classroom discussions, but lowers reading level expectations.

According to NCERT (2015), "Modification involves making changes to learning goals, teaching processes, assignments and/or assessments to accommodate a student's learning needs".

Modifications can be made in:

- Teaching and learning environment inside the classroom and the school;
- Teaching and learning strategies to meet the individual differences;
- Teaching and learning support materials that enhance a learner's performance and allow at least partial participation in a learning activity;
- Level of support by all means (manpower and technology); and
- Flexibility in assessment.



The above figure shows the inter-relationship between the three, that is, adaptation, accommodation, and modification.

Check Your Progress 1

Identify the correct statements related to adaptations to be made in curriculum related to students

1. Co-relate adaptations to the needs of all students in the class.
2. Do not adapt just for the sake of adaptation, but adapt to meet the student's need;
3. A child with a learning difficulty requires adaptations in all the areas. The teacher should determine the best and the most appropriate methods to address the student's needs;
4. The teacher is not expected to make different programmes for students, but manage the differences using a variety of approaches; and
5. The teacher should find ways to meet the learning needs beyond the lesson taught also.

2.5.3.2. Curricular Adaptions and Modifications Related to Special Needs Children

Why curriculum adaptations? We must remember that there is no readymade recipe for curriculum adaptations and these vary from child to child. It is also true that many students in the classroom may be able to achieve the learning outcomes with no or with

very minor adaptations. Some may require adaptations in few subjects, while there may be others who require different set of goals to work upon. Remember that the more inclusive the classroom, the more productive the learning experiences for all children.

While it is true that curricular adaptations could be one strategy to increase participation of students with disabilities in the learning process, it must be borne in mind that no two individuals with special needs have identical needs even in case of similar disability. Considering the individual differences that exist in our classrooms, any document on curricular adaptations can only be an exemplar material that calls for teachers to reflect on their own strengths and shortcomings. This way, they can identify successful strategies and their experiences would guide the daily working of their classrooms. What is important is challenging and stimulating yourselves and the students, achieving better clarity and performance.

Recent developments in the field of education have made many teachers anxious about including children with disabilities in classrooms. Some teachers lack the confidence to teach these children effectively, while simultaneously teaching a large group of typically developing students. In an attempt to meet such challenges, documents on curricular adaptations are being prepared all over the country.

Attending to the curriculum to define classroom culture and the approach to the teaching-learning processes is thus a significant aspect of your work in fostering inclusivity in the work with students. The fact that children learn in a variety of ways should form the guiding force behind teaching and learning processes in our classrooms. As we are in the process of implementing the Right to Education Act (RTE) (2009), more and more children with different abilities from diverse backgrounds are getting included, thus changing the composition of our classrooms.

Importance of Curriculum adaptation

a) Curriculum adaptation is a form of reasonable accommodation as mandated by the UNCRPD (2006), which facilitates the teaching-learning process when there are students with learning difficulties in the mainstream classroom.

b) Curriculum adaptations are made to simplify and reduce the content so that learners with difficulties can absorb the most critical part of the curriculum.

c) Adaptation of the curriculum ensures that all learners get access to quality and meaningful learning experiences.

d) Children with learning difficulties do not feel excluded when it comes to understanding the subject matter.

After knowing why it is necessary for adaptation in the curriculum, let us now concentrate on the main principles to be considered, while making adaptations in the curriculum.

The following principles should be considered for adapting the curriculum:

a) The adaptation should not change the original concept of the curriculum used, but can be made easy by making some modifications because the objective of adaptation is to provide some learning experiences to all learners.

b) For providing same experiences, compensatory activities should be planned in such a way that the child gets a holistic picture of the concepts taught in the regular classes. The objective of the instructional material should remain same for all learners.

c) Modification in the instructional material should aim to facilitate maximum participation of children with learning difficulties in such a way that it also motivates all learners in the classroom.

d) Assessment criteria can also be modified in order to assess the learning outcomes of the challenged children. Care should be taken to do justice with both the group of children.

Adaptations and Modifications to be made with the Instructional Arrangement

- Allow students to work in a group of three when most of classmates work in groups of four or five.
- CWSN student should team up with a peer partner when most of his classmates are working individually.
- Add variety to small-group work: When most classmates are working in student-directed small groups, have the student and a few selected classmates work in a small group that you sit with and help support.

Adaptations and Modifications to be made with the Physical and Social Environment

- Give choice for CWSN to sit at a table instead of a desk (or vice versa).
- Get the CWSN student a larger (or smaller) desk, depending on h/er preference.
- Let students with sound sensitivities work in a particular part of the classroom, such as a "quiet space" or study carrel.
- Level all areas of school with ramps. If this is not possible, the school must get the classrooms, library, labs., etc. on the ground floor.
- Allow easily distracted CWSN students the option of sitting at a desk closer to the board. You could even arrange for the student to complete certain tasks in another part of the school campus, such as the media centre or outdoors.

Adaptations and Modifications to be made with the Methods and Materials

- Incorporate more visuals to present content in different ways for the CWSN learners, such as maps, pictures, drawings, objects, or videos.
- Use graphic organisers to arrange key points in a way CWSN students can easily grasp.
- Teach and evaluate in different ways, for example, through dramatisation, field trips, real life examples, project work, etc.
- Provide additional models or demonstrations for CWSN students, who need extra support during the lesson.
- Select concrete materials instead of symbolic representations, or illustrate symbolic representations with concrete examples to facilitate the learning of visually challenged, learning challenged, and mentally challenged children.
- Make the most of whatever technology is available to enhance the lessons with whiteboards, streaming videos, or remote clickers.
- Check for understanding more frequently, using methods that require active responses from the CWSN students. For example, try asking questions about the lesson material and have your class vote on the answers.

- Provide CWSN students with differentiated reading material based on their reading level and/or interests.
- Make content easier to learn by giving student enhanced texts in which key parts are highlighted, pictures or symbols are added, and/or text is enlarged.

Adaptations and Modifications to be made with the Process or Task

- Instead of giving CWSN students oral instructions, make the students follow written, pictorial, or audio-recorded task steps.
- Modify essay assignments–Instead of writing an essay, students can demonstrate understanding of the content by completing a chart, developing a text-to-speech presentation, or creating an outline.
- Reduce the number of items CWSN students are expected to complete on par with normal students. For example, CWSN student can receive the same math worksheet as the rest of the class, but can ask him to complete only the odd-numbered items.
- Give the CWSN student the option of using the same materials as the rest of the class, but in a different way. On a math worksheet, s/he could locate and mark certain numerals instead of completing problems.
- Suggest note-taking helpmates such as guided notes or a slot-note, note format, so students can more easily record and recall key information.
- Allow use of technology to process speech output, software which can be installed on computers, and can be used in place of speech output.
- Allow for more creative ways for CWSN students to show what they know. Artistic students might build a model, create a poster, or draw a map in place of a written assignment.

Adaptations and Modifications to be made with the Personal Assistance

- Provide the helper model with the steps of a task before the CWSN student performs them on her own.
- Encourage helpers to provide additional prompts (verbal, gestural, or partial physical) when CWSN students need them.

- Assign the helper to complete some of the task steps with or for the CWSN students.
- Ask the helper to give the student immediate feedback and additional encouragement to reinforce successes.

These are the adaptations and modifications to be made accordingly in various areas to meet the needs and requirements of the CWSN learners. Few more suggestions regarding the adaptations to be made in the curriculum is given below.

Some of the suggested adaptations that can be made in the inclusive classroom set-up in order to meet the requirements of the challenged children are as follows:

- Curriculum adaptation involves differentiation to meet the needs of all students.
- The content, the teaching process, assessment and evaluation, and the physical environment may be modified to help students to achieve success in the classroom.
- The kind of activities chosen by the teacher, including group activities, must be flexible and reflect the background knowledge of small groups or individual students.
- Creating inclusive culture helps in accommodating more and more students in the classroom.
- Extended time to complete assignments or tests.
- Multiple experiences can be provided with materials to allow for different learning styles or needs.
- Use different styles and modes of presentation (multisensory) - visual, auditory, kinesthetic, etc.
- It also helps to reinforce learning (for example, learning in multiple ways how plants grow, through textbooks, through hands-on experience by growing one in the class, preparing observation record of its growth and through group or whole class discussion about the on-going learning).

In this way by making adaptations wherever it is necessary in the curriculum, you are providing access to opportunities of various kinds. You are also helping the child to develop a positive self-concept, increasing motivation, and fostering better relationships. You are improving participation, supporting the student to master core concepts and making use of students' strengths, learning styles and background knowledge. Overall, you are nurturing the self-esteem of students.

Check your progress 2

Identify the correct statements related to curriculum adaptation for children with special needs with '✓' mark.

1. Curriculum adaptation involves differentiation to meet the needs of all students.
2. The kind of activities chosen by the teacher, should be to a large extent individual activities.
3. Creating inclusive culture helps in accommodating more and more students in the classroom.
4. The time to be given to complete assignments should be students' choice.
5. Multiple experiences can be provided with materials to allow for different learning styles or needs.
6. The style of teaching should be same for all.

2.5.4. Let us Summarise

- A curriculum includes academic subjects and the overall experiences a pupil receives in the school. Syllabus is a part of a curriculum.
- Adaptation refers to adjusting assessments, material, curriculum, or classroom environment to accommodate a student's needs so he/she can participate in and achieve the teaching-learning goals.
- Accommodations provide different ways for children to take in information or communicate their knowledge back. The changes do not alter or lower the standards or expectations for a subject or test.
- Modification involves making changes to learning goals, teaching processes, assignments and/or assessments to accommodate a student's learning needs.

- Curriculum adaptations are changes made to the educational environment so that 'All' children learn. They are not intended to lower the educational standards.
- Accommodations and modifications are two aspects of adaptation.
- Some may require adaptations in few subjects, while there may be others who require different set of goals to work upon. The more inclusive the classroom, the more productive would be the learning experience for all children.
- The fact that children learn in a variety of ways should form the guiding force behind teaching and learning processes in our classrooms.
- Adaptations and Modifications to be made with the curriculum and its transaction in the following areas:

  -Instructional Arrangement,

  -Physical and Social Environment,

  -Methods and Materials,

  -Process or Task, and

  -Personal Assistance.

Curriculum adaptation involves differentiation to meet the needs of all students so that:

- The content, the teaching process, assessment and evaluation, and the physical environment may be modified to help students to achieve success in the classroom;
- The kind of activities chosen by the teacher, including group activities, must be flexible and reflect the background knowledge of small groups or individual students;
- Creating inclusive culture helps in accommodating more and more students in the classroom; and
- Multiple experiences can be provided with materials to allow for different learning styles or needs.

For more information, on this please refer to the main text.

2.5.5. Answers to 'Check your progress 1 and 2'

Check your progress 1

2 and 4 are correct

Check your progress 2

1,3,5- **"✓"**

2.5.6. Unit end Exercises

1. Differenciate between adaptation and modification with suitable examples.
2. As a classroom teacher, what adaptations can you make in the curriculum for children with special needs.

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Block 2 - Understanding and Addressing Learner's Diversity

Unit 6 - Assessment and Evaluation : Continuous and Comprehensive Evaluation

Structure

2.6.1. Learning Objectives

2.6.2. Introduction

2.6.3. Learning Points and Learning Activities

2.6.3.1. Assessment and Evaluation

Check your progress 1

2.6.3.2. Continuous Comprehensive Evaluation Related to Special Needs Children

Check your progress 2

2.6.4. Let us Summarise

2.6.5. Answers to 'Check your progress 1 and 2'

2.6.6. Unit End Exercises

2.6.7. References

Learning Objectives

After studying this Unit, the student teachers will be able to

- Explain the concept of assessment;
- Elucidate the meaning of evaluation;
- Differentiate between assessment and evaluation;
- Analyse the concept of continuous and comprehensive evaluation; and
- Justify the need of continuous and comprehensive evaluation for CWSN.

2.6.2 Introduction

If you are a teacher, you might often be worried whether the students are actually learning as a result of your efforts. It is possible to get some idea looking at the students' faces or participation, but when you give a test it may turn out that their learning is inadequate or

faulty or only some students could progress the way you desired. If you do not see the desired results of your work, you may feel dejected and frustrated. It is often too late to correct the situation, if the class has moved on to other topics. At times, these are also not learnt fully well, since the previous learning has not been strong enough.

What can you do to save yourself from this constant stress? It is being realised the world over that using assessments formatively is one way to save the teacher from this frustration and help her/him in actually making learning better. Considering that a lot of work goes in to help students learn, it is important that the teaching as well as the classrooms are organised in a way to enable each child/student to hear encouraging words that convey to them a sense of individualised attention, reaffirm a positive self-image, and communicate personal goals to strive for (NCF, 2005).

The evolving newer approach to overcome this problem is known as CCE (Continuous and Comprehensive Evaluation). The expectations of the RTE Act, 2009, have already been discussed. The fundamental intent of the RTE Act (2009) is to ensure that elementary education reaches all children. Further, with the goal of improving the teaching-learning processes, the Act also specifies certain requirements to help make the schools and classrooms more effective. Continuous Comprehensive Evaluation (CCE) is one such requirement, implemented for each child in elementary classrooms (NCERT, 2012).

As per NCF 2005, CCE is frequently cited as the only meaningful kind of evaluation. CCE requires careful thinking about when it can effectively be employed in a system. Such evaluation places a lot of demand on the teachers' time and ability to maintain meticulous records for meaningful execution and reliability as an assessment tool. If this simply increases stress on the children by reducing all activities into subjects of assessment, or aids to make them experience the teacher's 'power', then it defeats the very purpose of education.

CCE, as the term suggests, should be continuous and ongoing. These are not formal tests; rather they should be planned to help assess the student's ongoing progress towards the teaching-learning goals. Planning and designing the evaluation should thus be an essential component of teaching. An advantage of CCE, if planned appropriately, is that it helps to check for student's learning, allowing the teacher to intervene as needed and offer guidance, if necessary. Evaluations are helpful to understand how the student is learning, to what extent, and whether the teaching and curriculum goals are reaching the students.

In this Unit, you are going to study about the various strategies used to assess the performance of children with special needs.

2.6.3.Learning Points and Learning Activities

2.6.3.1. Assessment and Evaluation

In education, the term '**assessment'** refers to a wide variety of methods or tools that educators use to evaluate, measure, and document academic readiness, learning progress, skill acquisition, or educational needs of normal and regular students as well as children with special needs.

While assessments are often equated with traditional tests, especially the **standardised tests** developed by testing companies and administered to large populations of students, educators use a diverse array of assessment tools and methods to measure everything from a four-year old's readiness for kindergarten to a twelfth-grade student's comprehension of advanced physics. Just as academic lessons have different functions, assessments are typically designed to measure specific elements of learning, e.g., the level of knowledge a student already has about the concept or skill the teacher is planning to teach or the ability to comprehend and analyse different types of texts and readings. Assessments also are used to identify individual student weaknesses and strengths so that educators can provide specialised **academic support,** educational programming, or social services. In addition, assessments are developed by a wide array of groups and individuals, including teachers, district administrators, universities, state departments of education, and groups that include a combination of these individuals and institutions.

Assessment can be defined as the systematic collection, interpretation, and use of information about learning. It gives teachers a better awareness of what pupils know and understand, what their learning experiences enable them to do, and what their skills and personal capabilities are.

The five principles that stress on quality assessment practice specify that it should:

- be complementary to and supportive of learning;
- be valid and reliable;
- be fit for purpose and manageable;
- support teachers' professional judgement; and
- support accountability.

A range of assessment approaches can be used for different reasons at various stages in the learning sequence. While assessment can take a wide variety of forms in education, the

following descriptions provide a representative overview of a few major forms of educational assessment.

Assessments are used for a wide variety of purposes in schools and education systems:

- **Pre-assessments** are administered before the students begin a lesson, unit, course, or academic programme. Students are not necessarily expected to know most, or even any, of the material evaluated by pre-assessments as they are generally used to (1) establish a baseline against which educators measure learning progress over the duration of a programme, course, or instructional period, or (2) determine general academic readiness for a course, programme, grade level, or new academic programme that the student may be transferring into.

- **Formative assessments** : It is a range of formal and informal assessment procedures used by teachers during the learning process so they can modify teaching and learning activities to improve pupil attainment. Formative assessments are in-process evaluations of student learning that are typically administered multiple times during a unit, course, or academic programme. The general purpose of formative assessment is to give educators in-process feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly. Formative assessments are usually not scored or graded, and they may take a variety of forms, from more formal quizzes and assignments to informal questioning techniques and in-class discussions with students.

- **Summative assessments :** It comes at the end of a learning sequence and is used to acknowledge, record and report on pupils' overall achievement at a given point. They are used to evaluate student learning at the conclusion of a specific instructional period-typically at the end of a unit, course, semester, programme, or school year. Summative assessments are typically scored and graded tests, assignments, or projects that are used to determine whether students have learned what they were expected to learn during the defined instructional period.

- **Diagnostic assessment** is used to identify individual strengths, areas for improvement, and to inform next steps.

- **Evaluative assessment** is concerned with the overarching performance of arrangements in a department, school or system.

Formative approaches to assessment focus on improving learning, while summative assessment captures a record of learning at the end of a period of study. However, formative and summative assessments are not in opposition; they are interrelated and complementary. The information from formative assessment, supplemented by class tests or tasks, helps to ensure dependable summative assessment.

The quality of assessment is based on the teacher's professional ability to use a range of assessment methods that produce accurate results. Good assessment practice involves teachers applying the five principles to every assessment approach they choose.

The purpose of assessment is follows :

Assessment is central to successful teaching and learning. To determine the effectiveness of a sequence of instruction, teachers need to gauge pupils' progress in understanding what they want them to learn.

Assessment is the link between teaching and learning. It is important because without it there is no way to anticipate what pupils will actually take from their classroom experiences and this might be quite different from what was intended. Assessment helps teachers find out what has actually taken place in pupils' developing understanding during a sequence of teaching and learning.

Teachers may use a range of strategies that can provide information about pupils' progress, including:

- teacher observation of pupils engaging in classroom activities;
- teacher observation of pupils' performances;
- teacher checking of pupil work;
- pupils checking each other's work and similar forms of peer assessment;
- questioning to check for understanding;
- end of topic tests;
- exams; and
- other tasks, projects, and assignments

Evaluation

- If properly understood, evaluation or assessment will not be perceived as simply something administered by the teachers and taken by the learners on the conclusion of a period of learning.
- When evaluation is seen as an end of the learning exercise, both the teachers and the learners will tend to keep it outside the teaching- learning process, rendering assessment broadly irrelevant and alien to the curriculum.
- Further, such a perception associates anxiety and stress with evaluation for learners.
- On the contrary, if evaluation is seen as an integral part built into the teaching learning process, learners will not perceive tests and examination with fear. It will lead to enhancement of learning.
- The scope of evaluation in school extends to almost all the areas of the learners' personality development and is comprehensive in nature.
- Evaluation reveals the strengths and weaknesses of learners more frequently, and provides a kind of roadmap that allows every student in the class to be successful so that the learners have better opportunity to understand and develop their learning.
- It also provides feedback to the teachers for modifying their teaching strategies in spite of the fact that no two students are the same, and no individual student with or without disability has the same response to learning in any given situation.
- What is considered a disability in one situation may be a difference that enriches learning experiences of all children.

The following table summarises key differences between assessment and evaluation.

Assessment	Evaluation
Formative : ongoing, to improve learning	**Summative :** final, to gauge quality
Process-oriented: how learning is progressing	**Product-oriented :** what has been learnt
Diagnostic: identify areas for improvement	**Judgmental:** arrive at an overall grade/ score
Assessment procedures focus on learning, teaching, and results of the teaching-learning processes.	Evaluation focuses on grades and may reflect classroom components other than course content and mastery level.
Assessment processes involve students and teachers in gathering information, which helps the teachers know whether their students are learning, and how effective is the teaching-learning in the classroom.	Evaluation processes These could include discussion, cooperation, attendance, and verbal ability.
The information is helpful in adapting or modifying teaching to help improve student performance.	This will help to know how much the learner has improved.
Information is learner-centred, course-based, frequently anonymous, and not graded.	Learning is graded. Learner knows where he stands within the group and himself.
CCE procedures fall within assessments, since they are not graded (assigned marks) and are formative in nature.	End result is known and summative in nature.

Now, let us focus on the concept of Continuous Comprehensive Evaluation.

Check your progress 1

- Match the type of assessment with its purpose

	Type of Assessments	Purpose of Assessments	
a	**Formative assessments**	To assess the causes for high rate of failures in the SSLC examination in a school	1
b	**Pre-assessmens**	To assess how much students know about the topic to be taught	2
c	**Summative assessments**	To know the performance of students in relation to a single unit	3
d	**Diagnostic assessment**	To assess whether students are eligible to go to the next class	4
e	**Evaluative assessment**	To know where exactly is the problem for students in a topic in Mathematics.	5

2.6.3.2. Continuous Comprehensive Evaluation Related to Special Needs Children

The main criticism of today's system of examination, which forms a major part of academic evaluation, is that it only covers a small segment of student personality. The prevailing 2-3 hours annual examination would certainly be inadequate and ineffective for drawing conclusion about student growth over a period of time.

Further, these examinations focus on lower cognitive abilities, which call for memory and recall at the cost of higher mental abilities including creativity. The same criticism holds good for elementary teacher education also. During the D.Ed / B.Ed programmes neither the teacher trainees are exposed to continuous and comprehensive evaluation of children nor are they evaluated comprehensively on these lines. This calls for adoption of continuous and comprehensive evaluation in both the courses in place of the present narrowly practiced annual examination system.

Keeping in view the primary purpose of learning, which is to promote an overall development of children, i.e., development of the cognitive, physical, and socio-emotional dimensions holistically, the major aspects under CCE that need to be explored are:

- What is the understanding about CCE?
- Why is Continuous and Comprehensive Evaluation (CCE) to be undertaken?
- What is to be assessed under CCE?
- How should it be assessed?

- When should it be assessed?
- How can assessment information under CCE be used?

Several committees and reports from time- to- time have expressed their serious concerns over the prevailing system of evaluation in the country. To quote some of them, NPE-POA (1992), NCF (2005), National Focus Group on Examination Reform (2007), NCFTE (2009), and NKC(2009) have recommended for de-emphasising memory and reducing the undue importance to terminal examinations. They suggest for revamping the present examination system by adopting CCE at all levels in general and teacher training level in particular. They have suggested making the evaluation comprehensive by involving both scholastic as well as co-scholastic aspects with the help of several instruments like checklists, observation schedule, rating scales, interviews, etc. so as to cover the total gamut of the personality development of students critiquing the prevailing system with alternative suggestions.

Comprehensive evaluation refers to understanding the student's learning 'holistically', i.e., to assess the student's learning progress through all aspects of growth and development such as social, emotional, physical (including gross motor and fine motor), moral, and cognitive aspects.

Continuous and Comprehensive Evaluation, commonly known as 'CCE' is introduced as school- based system of evaluation as per Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), implemented since April 2010. It is all the more important for all stakeholders in school education, especially teachers to understand and use CCE meaningfully to enable that each child learn and progress. Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of teaching- learning time emphasises the use of grades over marks. It also calls for streamlining the evaluation at the institutional level and reducing the predominance of external examination.

All the National Curriculum Frameworks, developed subsequently to this, recommended an evaluation system integral to the teaching- learning to avoid any undue pain, anxiety, harassment, and humiliation to children for helping them grow as social beings.

Considering attitudes, emotions, and values as the integral part of cognitive development, NCF-2005 recommended an internal school-based system of assessment, which focuses on the following aspects:

- It provides information on a child's overall development in a continuous and comprehensive manner.
- Continuity is in terms of the teaching-learning process that informs teaching and areas that need improvement in learning along with assessment at the end of the term.
- Comprehensiveness is seen as considering the child's overall development including spheres apart from typical curricular areas.
- CCE helps to find the change in a child's learning and development over a period of time.
- In order to impart quality education and help children develop holistically, it is important to know their learning progress through CCE.
- Identify the support each child needs to progress individually.
- To identify the learning needs, difficulties, and conceptual gaps, to provide timely and appropriate interventions, to reduce the stress and anxiety and enhance learning, and to help all children progress.
- It was also intended to reduce rote learning, help teachers reflect, review and improve their teaching.
- Provide all children, including those with special needs and those belonging to the marginalised groups, with the feedback to improve their learning to bloom their potential fully.

Why is Continuous and Comprehensive Evaluation (CCE) to be undertaken?

Importance

Now let us study how to plan CCE for children with special needs.

CCE - Related to Special Needs Children

The CCE Primary Package (NCERT) explains that evaluating students during teaching-learning process "gives clues about children, which the teacher can act upon timely to enhance learning, especially where children are facing difficulties and special help is needed. It does not require the use of structured tests which are given to all children at the same time. In this process, they may not even know that they are being assessed. Thus continuous should not mean more frequent formal tests".

Collecting comprehensive, holistic information about the student's progress will help get an understanding on "how the child works in groups, does paper-pencil test, draws pictures, reads pictures, expresses orally, composes a poem/song, etc." (CCE Primary Package, NCERT). Observing and understanding the student's performance across multiple dimensions of development will help in evaluating the child comprehensively, rather than focus only on cognitive or intellectual functioning. This allows ~~you~~ to evaluate the student's express learning, talents, and growth in different dimensions, tapping into some of the strengths that a student may possess, which traditional or formal tests would not be able to draw out, for example, athletic abilities, social skills, artistic and/or fine motor activities, and abilities such as drawing, painting, singing or dancing.

Thus, assessment is a useful, desirable, and an enabling process. After the Right to Education Act (2009), the composition of our classrooms is changing. More and more students with diverse intelligences, talents, skills, interests, and backgrounds enrich our schools. Many of today's classrooms are more diverse than ever before. With such variations in abilities existing in the classrooms, teachers also are realising that no one style of teaching would work. Without adaptations, some students would never be motivated, while others may never experience success.

After understanding the concept of CCE, let us now study how to plan the activities under CCE to assess and evaluate the learning outcome of children with special needs in an inclusive classroom.

It includes assessment in scholastic as well as co-scholastic aspects of the pupil's growth. Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include life skills, co-curricular, attitudes, and values. Assessment in scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of unit/term test. The causes of poor performance in some units are diagnosed using diagnostic tests. Assessment in co-scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in life skills is done on the basis of Indicators of Assessment and checklists.

The main objectives of CCE are as follows:

- To assess the learner's development in the different areas of learning, which includes both scholastic and co-scholastic related activities;
- To facilitate the holistic development of Cognitive, Psychomotor, and Affective skills of the learner;

- To identify individual strengths, weaknesses, and needs in the related areas (scholastic and co-scholastic areas);
- To strengthen thought processes, making them emotionally strong, improving confidence level, and helping to socialise the learner;
- To study the effectiveness of the programme and to make appropriate changes accordingly to match the needs and requirements of the learner;
- To break the system of teacher dominance and encourage learner- centred and activity- based system;
- To identify the areas of aptitude and interests, and to plan the activities accordingly; and
- To make assessment and evaluation a continuous and integral part of the teaching- learning process.

After knowing the objectives, the teacher should plan the activities accordingly to match and satisfy the learner's needs and strengthen his potentials.

Before planning the activities for CCE, what is the teacher supposed to know and do?

- Identify the entry level of the learners. It means what the student already knows and has learnt;
- Focus on abilities, strengths and need, and also on learning but not on marks, and provide opportunities for students to critically reflect on their progress;
- Assessment should include variety of tasks since the learning styles differ and children respond in a variety of ways. Let the student be actively involved in his/her own assessment process;
- Use a variety of ways to present and collect information about the learner's learning, for example, through role play, drama, posters, audio recordings, etc.;
- Be flexible about time, if required. Be sensitive to every learner's response;
- Provide constructive feedback that will lead to positive action and motivate the learner;
- Encourage students to identify which strategies were beneficial for their learning and which were not;
- Encourage cooperative learning activities where every student is seen as an equal in human dignity;

- Integrate the child's everyday routines, interests, materials, etc. within the assessment process;
- Use technology like computers, tape recorders, and voice synthesisers as per the needs of the child;
- Use devices like calculators, Abacus, Brailler, Taylor frame, communication board, Slant boards, pencil/pen grips, etc.;
- Act as a facilitator by providing various learning opportunities; and
- Consult parents and other relevant people.

Under CCE, what are the activities that a teacher can plan to assess and evaluate children with special needs in inclusive classrooms?

CCE can be incorporated in an inclusive classroom by teaching through a variety of activities while engaging the students. Incorporating strategies for attending to diverse needs in in a classroom are particularly helpful in developing CCE processes for the classroom. NCERT's CCE guidelines in its publication offer indicators of assessment/ evaluation. Any of these or their combination can be utilised to develop a plan for CCE for scholastic and co-scholastic aspects of a child in an inclusive classroom.

1. Observation and Recording: Reporting, narrating and drawing, picture-reading, making pictures, tables and maps, etc.
2. Discussion: Listening, talking, expressing opinions, finding out from others, etc.
3. Expression: Drawing, body movements, creating writing, sculpting, etc.
4. Explanation: Reasoning, making logical connections, etc.
5. Classification: Categorising, grouping, contrasting and comparing, etc.
6. Questioning: Expressing curiosity, critical thinking, developing questions, etc.
7. Analysis: Predicting, making hypotheses and inferences, etc.
8. Experimentation: Improvising, making things and doing experiments, etc.
9. Concern for Justice and Equality: Sensitivity toward disadvantaged or differently-abled, showing concern for the environment, etc.
10. Cooperation.

Scholastic Assessment and Evaluation

- The 'continuous' aspect of CCE takes care of 'continual' and 'periodicity' aspect of evaluation.
- Assessment in scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically.
- Scholastic aspects include curricular areas or subject- specific areas.
- **Unit Tests and Achievement Tests:** Through questions and problems one can find out what the children know, think, imagine, and feel. A teacher can develop various types of questions like Supply-Type questions (Essay, Short-Answer, Very-Short answer, Fill-in-the-blanks), Transformation-Type questions (Pictorial, Interpretive, etc.), and Selection-Type questions (Alternative Response like True/False, Match-the-Columns, Multiple-Choice, etc.).
- **Oral Test**: These are conducted to formally evaluate if a student has the knowledge and understanding of some key concepts of the curriculum. In an oral test, the teacher or group of teachers ask students a set of predetermined oral test questions and listen to and evaluate their responses to those questions.
- **Assignments:** These are used for both learning and evaluation. Skills like presentation of observations or information in a systematic way, organisation of the important points on a given topic, originality, creativity, etc. are evaluated based on specific assignments.
- **Cooperative learning** is one such useful teaching strategy, which develops positive interdependence. This means that no student can succeed without the help of another and individual accountability.
- At different stages of the cooperative learning, assessment activities can be implemented and can be conducted by either the teacher, the student, or group peers.
- Formative and Summative assessments that promote **group work** can create a safe environment for students to integrate and participate, help students get to know each other, build a group and not an audience, and allow different styles of contribution to be valued.
- By using **Learner Groups**, children with different abilities collaborate and co-operate with each other in order to meet the learning needs.

- Allow them to **Reflect** upon the activities they are engaged. They engage with the aspects of the concept through collaborative activities such as projects, group discussions, charts, essays, peer reflections, etc.
- **Visual method** for evaluation can be used as one of the strategy. For example, students drawing or modelling a representation of how they perceive their learning context by using painting, models, maps diagrams, drawings, etc. These images can also be used to stimulate discussions with students through focus groups.
- Students having difficulty in verbal or written communication may be able to record their performance for evaluation through visual methods.
- **Projects:** They are given to work individually or in groups on a particular theme (based on contexts outside the textbook and related to the child's environment /culture /lifestyle /community based social programmes) and will be undertaken over a period of time and generally involve collection and analysis of data.
- Use **oral and written forms** for summative evaluation.
- **Quiz:** The quiz can be conducted in many ways like question-based or it may be pictorial or in form of puzzles, etc. It highlights the subject areas and skill-sets in which the student is particularly strong as well as points out those areas which would benefit him/her.
- **Use of technology tools:** Systematically monitoring and providing feedback to student learning using evaluation strategies based on the use of technology tools. For example, like recording their activities and projecting them on the screen for the feedback.
- **Portfolio:** A collection of student work gathered to demonstrate student performance on specific skills and knowledge, generally linked to state content standards. Portfolio contents are individualised, and may include wide ranging samples of student learning. The portfolio contents are scored according to predefined scoring criteria, usually through application of a scoring rubric to the varying samples of student work.
- **Rubrics:** They consist of a fixed measurement scale and a detailed description of the characteristics of each level of performance. These use a set of criteria to evaluate a student's performance. Rubrics give structure to observation and are a coherent set of criteria for students' work that includes description of levels of performance quality on the criteria. It can consist of rating of a performance, which can be generic (e.g., very poor to excellent, etc.).

- **Other techniques :** Apart from the tools and techniques discussed and cited above, there are few other techniques for evaluation of students like diagram-based worksheet, crossword worksheets, self-assessment and peer-assessment sheets, and student reporting papers (feedback forms), conversations, and narrative reports.

Note: Provisions and exemptions for educational evaluation can be given in terms of additional time, providing scribes, allowing them to use computer software along with assistive devices, flexibility in choosing subjects, alternate question paper in subjects like mathematics and science with enlarged print/multiple choice questions, etc., can be taken into consideration while conducting CCE for Special Needs Children (CWSN).

Co-Scholastic Assessment and Evaluation

- Assessment in co-scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in life skills is done on the basis of Indicators of Assessment and checklists.
- Co-scholastic aspects include the assessment of life skills, co-curricular activities, attitudes, and values.
- Provide them the situation where there is scope for **Exploration:**
- They develop a shared understanding of an aspect of the concept by **engaging** with tasks, situations and people, and by **empathising** with others.
- Supplement project reports, assignments with a viva voce, both for theory and practicum components.
- **Observation method** can also be used to evaluate their co-scholastic areas. It provides the opportunity to document activities, processes and outcomes, and behaviour and physical aspects without having to depend upon people's willingness and ability to respond to questions.
- **Anecdotal Records:** These are informal written observational notes in form of a story that a teacher records about what students are learning, their academic performance, learning behaviour, their achievements, and social interactions.
- Design tools of evaluation like checklists and rating scales for assessing their co-scholastic activities which also helps in overcoming subjectivity.
- **Checklists**: Lists of skills, reviewed by persons familiar with a student, who observe or recall whether he/she is able to perform the skills and to what level.

It is a tool for identifying the presence or absence of conceptual knowledge, skills or behaviours.

- **Inventories:** These are usually used to assess the personality of the students. It is constructed in the form of a questionnaire, and consists of questions or statements to which the students respond by saying 'yes/no' or 'agree/disagree'. For example, a teacher may develop an inventory for assessment of interpersonal skills of students by using statements like: 'I like to play with my friends'.
- **Rating Scale**: Rating Scale is a method by which we systemise the expression of opinion concerning a trait/object/ event or person. Rating is a term applied to an expression of opinion or judgement regarding some situation, object or character.
- Use body language in communication
- Other tools like self-assessment and peer-assessment sheets, student reporting papers (feedback forms), conversations, narrative reports, etc.

Note: The diagnostic evaluation takes place at the end of unit/term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are followed-up with appropriate interventions, and subsequently by retesting.

After the in- depth study of CCE, do you not feel that CCE attempts to minimise fear and anxiety among learners about examination and evaluation. Yes, you are right. Definitely it creates a beneficial environment in the classroom and makes the teaching- learning process a joyful experience for the learner. Now let us focus on the advantages of CCE.

Advantages of CCE

- It emphasises evaluation as a process, instead of an event;
- It helps in improving the student's performance by identifying her/his learning difficulties at regular intervals from the beginning of the academic session;
- It facilitates the teacher to plan for suitable remedial measures for enhancing the students' learning performance;
- It reduces examination fear, stress, and anxiety;
- It reduces dropout rate;
- It places greater focus on learning, rather than conducting examinations;
- It contributes to holistic development of the learners;

- It prepares the learners for future life, by making them physically fit, mentally alert, emotionally balanced, and socially adjusted;
- It gives opportunity to learners to develop interest, hobbies, and personalities;
- It promotes a learner friendly environment, and optimises learning;
- It equips students with life-skills, especially creative and critical thinking skills, social skills, and coping skills, which help them face a competitive environment; and
- It also creates a positive attitude among teachers and parents about the learner.

In its broadest and all-encompassing meaning, inclusive education, as an approach seeks to address the learning needs of all children. This is possible only in a flexible education system that assimilates the diverse range of needs and adapts itself continuously. Children learn in a variety of ways through experience, making and doing things, experimentation, reading, discussing, asking, listening, thinking and reflecting, and expressing oneself in speech, movement or writing, both individually and with others (NCF, 2005). Use different strategies to promote learning as well as ongoing evaluation of teaching-learning in classroom. These approaches should be responsive to physical, cultural, and social preferences within the wide diversity of characteristics and needs (NCF, 2005).

Check your progress 2

Mark the statements '✓' that represent the advantages of CCE

1. It emphasises evaluation as a process, instead of an product.
2. It facilitates the teacher to plan a new topic.
3. It reduces examination fear, stress, and anxiety;
4. It reduces the amount of work for children
5. It places greater focus on learning, rather than conducting examinations;
6. It contributes to the development of schools;
7. It gives opportunity to learners to develop interest, hobbies, and personalities;
8. It prepares the learners for the present life, by making them physically fit, mentally alert, emotionally balanced, and socially adjusted;
9. It promotes a learner friendly environment, and optimises learning;

10. It equips students with life-skills, especially creative and critical thinking skills, social skills, and coping skills, which help them face a competitive environment; and

11. It also creates a positive attitude among teachers and parents about the learner.

2.6.6 Let us Summarise

- Assessment can be defined as the systematic collection, interpretation, and use of information about learning. It gives teachers a better awareness of what pupils know and understand, what their learning experiences enable them to do, and what are their skills and personal capabilities.

- Assessments are used for a wide variety of purposes in schools and education systems such as Pre-Assessment, Formative Assessment, Summative Assessment, and Diagnostic assessment.

- Evaluation is considered as summative and product -oriented.

- Evaluation focuses on grades and may reflect classroom components other than course content and mastery level.

- Continuous and Comprehensive Evaluation, commonly known as 'CCE', is introduced as school- based system of evaluation as per Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), implemented since April 2010.

- Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation that covers overall aspects of student development

- The term 'continuous' means that evaluation of identified aspects of students' 'growth and development' is a continuous process rather than an event, built into the total teaching- learning process and spread over the entire span of an academic session.

- The term 'comprehensive' implies that it attempts to cover both the scholastic and the co-scholastic aspects of the students' growth and development.

- Continuous and Comprehensive Evaluation incorporates both scholastic and non-scholastic aspects of education, and is spread over the total span of teaching-learning time emphasising the use of grades over marks.

- Various strategies for CCE can be used in an inclusive classroom.
- Tools and techniques used to assess and evaluate scholastic aspects are unit test, achievement tests, oral tests, assignments, co-operative learning, group work, visual method, projects, oral and written forms, quiz, ICT, portfolio, rubrics, etc.,
- Various tools and techniques are used to gather information for evaluation of performance on co-scholastic aspects such as exploration, engaging, observation, anecdotal records, checklists, inventories, rating scale, use of body language in communication, etc.
- CCE contributes to holistic development of the learner, reduces examination stress and anxiety, and develops positive attitude among parents and teacher towards their children and/or students. It equips students with life-skills, especially creative and critical thinking skills, social skills, and coping skills, which help face a competitive environment.
- In the present educational evaluation system there are many provisions for students with special needs who face difficulty in appearing for exams in the traditional format. Some are generic in nature and others more specific to different disabilities.

1.6.5 Answers to 'Check your progress 1 and 2'

Check your progress 1

a-3.b-2.c-4,d-5,e-1

Check your progress 2

2,4,6,and 8 are wrong.

2.6.6. Unit -end Exercises

1. Discuss the specific provisions/exemptions available in examination system for visually challenged children.
2. Explain the tools to assess the life skills of the challenged children in your class.

3. Explain the evaluation techniques and tools that can be employed in assessing the performance of students with disability.

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