CHAPTER –I
INTRODUCTION

1.0 Introduction

Education is a powerful instrument of social change and often initiates upward movement in the social structure. Education is the core of equality and empowerment so, it is important for all. Education is a fundamental human right and is also indispensable in realising other human rights. Education for all means education for all children. Every child has the right to a good quality education. Education for all can be achieved when the inclusion in education is promoted. Inclusive education is concerned with recognising and realising the right to education of all children of whatever race, ethnicity, gender, linguistic background or impairment. Inclusion assumes that children with special needs are part of the regular stream and should be treated as such normal children. A commitment to universal education is now interpreted as requiring attention to all children, including those with disabilities other special educational needs. The goal of Education for All (EFA) receiving priority at international level and has been regarded as an essential precondition for human development. Education has been included in the child’s rights under right for development. Proving basic education to all children has been emphasized in United Nations Resolution Adopted at Jomtien, Dakar and other places. It also clearly identified Inclusive Education as one of the key strategies to address the issues of marginalisation and exclusion. The fundamental principle of EFA is that all children should have the opportunity to learn.

It was recognized that education of these children could not achieved through the classification of children into handicap categories, which had no direct educational implication. The status of disability has undergone changes from isolation to normalization, normalization to mainstreaming, mainstreaming to integration and from integration to inclusion. The salient feature of inclusion is that it rejects medical model approach that focused on disability and did not ask for changes in the education system. Inclusion being the most desirable stage, effort is
on to achieve this goal all over the world. Inclusion in education is an approach to educate children with special needs with non-disabled children. Inclusion is about the child’s right to participate and the school’s duty to accept the child. The concept of education of Children With Special Needs (CWSN) was globally first introduced in Salamanca Statement and Frame Work for Action on Special Needs Education in World conference in 1994 organised by UNESCO and Ministry of Education, Spain which emphasized access to quality for all. In India the government initiatives in the area of education of Children With Special Needs (CWSN) can be traced back to National Polices of 1968 and 1986. Prior to 1986 education of children with disabilities under the regular system of education was covered in the, ‘Integrated Education for Disabled Children (IEDC) scheme started in 1974 by Ministry of Human Resource Development (MHRD).

In the end of Twentieth century, India has seen the passing of three major legislations related to disability by government of India. The Rehabilitation Council of India Act, (RCI Act, 1992), Person with Disability Act, (PWD Act, 1995) and National Trust Act (1999) have been enacted and implemented at the centre and state level. The 86th amendment of the constitution of India (2002) has made education a fundamental right for children in the age group of 6-14 years, the Government to ensure that every child including children with disabilities has access to education, and needed support must be provided to children with disabilities for their education. In order to fulfill this obligation, all children with disabilities need to be brought within the fold of education. The centrally sponsored scheme of Sarva Shiksha Abhiyan (SSA, 2001) has set time bound targets for the achievement of Universal Elementary Education (UEE) by 2010, with “Zero Rejection” as its cornerstone, the programme provides support for the inclusion of children with special needs in general school at the elementary level. The National Curriculum Framework on School Education (NCF-2005) recommends making the curriculum flexible and appropriate to accommodate the diversity of school children including those with disability in both cognitive and non-cognitive areas. The national action plan for Inclusion in Education of Children and Youth with Disabilities (IECYD, 2005) by the Ministry of Human Resource Development (MHRD) emphasizes the inclusion of children and young persons with disability in all general educational
settings from early childhood to higher education. The goal of action plan is “to ensure the inclusion of children and youth with disabilities in all available general educational settings, by providing them with learning environment that is available, accessible, affordable and appropriate”. National Policy for Persons with Disabilities (2006) also has an objective to ensure inclusive and accessible education, life style training for all children with disabilities to enable them to develop personality and abilities to their fullest potential. The Right of Children to Free and Compulsory Education Act (2009) comes into force today; the right represents a momentous step forward in our struggle for Universalising Elementary Education. As per census 2001 about 2.13% of total population constitutes persons with disabilities and there are 21.9 million persons with disability in India, NSSO (2002), report on “Disabled persons in India” shows 45% persons with disabilities as literate. The data on disabled children in elementary classes collected under District Information System of Education (DISE) reveals that in year 2004-05, there were 1.40 million disabled children in elementary classes as against 1.62 million in 2005-06. In 2006-07, there were as many as 1.42 million, in 2007-08 this figure was about 1.55 million disabled children across the elementary education.

During the past two decades, for Universalisation of Elementary Education (UEE) and fulfillment of the mandate of Indian constitution so many efforts have been done by the Government. The majority of the population consists of averages or normal. It is because, what exists in our present day schools serves the purposes and needs of only those who are average or normal in their physical, mental, social, emotional, academic and learning capacities. Exceptionalities of any nature have usually been a subject of neglect or even hate and segregation from the time immemorial. In today’s awakened societies every child, as a potentially useful citizen, has its unique worth and is provided sufficient educational opportunities for his maximum growth and development. Education in the form of special education or inclusive education can meet the needs of Children With Special Needs (CWSN). It is essential to provide enabling environment through easy accessibility for schooling, quality teaching and training in schools by developing appropriate trained staff to meet their educational and vocational requirement. Children with disabilities constitute one of the largest groups that are still outside the fold of general education
system. As SSA supports inclusion of children with special needs at the early childhood education and elementary education level, that there is spontaneous integration in the single class village school, where all children learn together. Hence, it is essential to provide easy guidelines and creating awareness about the education of CWSNs, among parents, teachers and administrators, designing effective programme of action for implementing and monitoring education of CWSNs, development of appropriate pedagogies for an inclusive classroom, transacting unique curricular skills, building congenial environment in the classroom, encouraging acceptance of children with special needs by their peer group, curricular adaptation for students with special needs, developing inclusion competencies among regular classroom teachers and restructuring teacher training programme for inclusive education, so that they can make inclusion in reality. Meaningful inclusion cannot be accomplished by special education teachers working alone, it also does not help in having a temporary ‘deal’ with the regular school teachers to ‘take care’ of their students. Meaningful inclusion in schools requires that administrators, teachers and parents not only value diversity but also provide full placement of all children regardless of type or severity of disabilities in their neighbourhood schools in regular classroom.

1.1 Historical Perspective of Education of Children With Special Needs: International Perspective

The life style of CWSNs is different from normal children as disability creates many restrictions. It requires newer adjustments in meeting day-to-day problems and physical adjustment. Besides lack of emotional support they have to struggle to adjust within their own family, neighbourhood and at social places. The social adjustment is not inclusively dependent on how the CWSN’s view themselves but also on how others perceive them with different social attitudes viz rejection, sympathy, pity or empathy.

In order to bring them into active life, enough attention is paid on educational, social, vocational and psychological aspects. Now with changing times the scope is being further widened by making them useful for assuming productive roles and even providing them equal rights/partnerships in assuming various
positions of which they are capable. It is therefore, pertinent to give some thoughts to the historical perspectives of education for CWSNs. Special school concept is an accepted model of education for children with disabilities throughout the world. In most of the special schools, the curriculum followed is similar to the one prescribed for non-disabled children of the same age group. However, some exemptions are made with regard to specific disability areas, as schools for visual impaired children exempt visual oriented concepts in mathematics and science. Music, recreation activities, and pre-vocational skills are taught to the children in special schools in addition to curricular skills. Children with hearing impairment are exempted from learning the language since communication is the major problem for them. Children with locomotor disabilities are provided better access to the learning environment.

➢ Education of Visually Impaired

The history of education of children with disabilities of various kinds at the global level is just two centuries old. Valentine Hauy set up the first formal institution for blind youth in Paris in 1784. Prior to this, children with visual impairment mostly remained at home. The institution in Paris became an eye opener for other countries to explore the possibilities of educational services. In 1791 in England the first school for the blind was opened in Liverpool. More programmes for education of children with visual impairment around the world emerged after the invention of Braille system by Louis Braille in 1832. However, education for children with visual impairment gained momentum only in the 20th century. Hellen Keller who was born in 1880 became the first deaf-blind person to get a college degree in 1904 and this event could be marked as a landmark in the history of education for the blind in the world.

➢ Education of Hearing Impaired

Education of Hearing Impaired It is quite painful to notice that deafness existed since time immemorial but the deaf were thought to be retarded. Thus for many years no efforts were made to try to educate the deaf. Pedro Poncede Leon of Spain in the late 1500’s was perhaps the first to demonstrate that deaf can be thought and they are capable of learning. The first noted school for the deaf started in France during 1700’s. The manual approach to teaching the deaf dominated the mid-1800.
Special education of the deaf saw its dawn through Abbe de. ‘Dpee in Paris, Thomas Hkins Gallaudent in USA, Pedro Pouce de Leon in Spain, Jacob Periere in France, Samuel Heinicke in Germany and Thomas Braidwood in England.

➢ Education of Physically Challenged

Konard Biesalshi was the first German orthopedic Surgeon who established the Oscar Helen Hein in Berlin in 1913 to deal with the problem in an integrated manner. The new institute was holistic in its approach to the care of the crippled child. It was equipped with all the medical and surgical facilities besides physical and occupational therapies. The Second World War, which left thousands of able adults, disabled, came as a catastrophe, which loomed large the world over. A crying demand rose for the institutes that could once again put the disabled back on their feet. The German Surgeon’s institute showed the way. In Europe and North America a large number of comprehensive management centers were initiated for the people with locomotor disabilities. With the passage of time and advancements in the medical sciences, specialised rehabilitation centres started coming up which now care to various problems such as spinal injury, stroke, and cerebral palsy and so on.

➢ Education of Intellectually Challenged

People with mental retardation during middle ages were viewed as ‘innocents of God’ and were provided humane care either at home or in monasteries. On the other hand some cases with mental handicaps were viewed as visitations of the devil and were subjected to exorcism and torture. The history of the systematic treatment of individuals with mental retardation began in the 19th century. Mental retardation became a conspicuous social problem during this period. During the last half of the 18th century, with technological advances, the idea that individual with mental retardation could benefit from education and training finally came into being. The first public day-school classes for children with mental retardation in the US started in Providence, Rhode Island in 1894. The first decades of the twentieth century brought professional sensitivity towards mentally subnormal persons as a class or sub population. Education and training efforts in institutions were largely replaced by custodial care. The belief that mental sub-normality was caused by environmental and hereditary factors gained predominance all over the world.
Recent times have witnessed that advent of new directions in educating and training people with mental retardation.

Hence, the problems of all categories of the disabled no longer confine to any rigid boundaries. It has been acknowledged as a global problem requiring multidimensional approach. The United Nations came out with fiscal and other measures to exhort the developing countries to pay greater attention to the needs of the disabled in the area of rehabilitation, apart from providing medical aid. The General Assembly of the World body declared the year 1981 as the International Year of the Disabled Person (IYDP). The official IYDP logo represented two persons holding hand in solidarity and support of each other in a position of equality. The General Assembly of the World body declared the period 1983-1992 as the decade of the disabled. It aimed at integrating the disabled into the mainstream without any reservations. The Asia and Pacific decade of disabled persons came at the termination of the UN decades of disabled persons in 1992. In India, in citation ion with the UNICEF and UNDP the WHO launched ‘impact’ India in 1983 to prevent disabilities in vulnerable areas. The WHO began promoting the concept now within the community for the rehabilitation, equalization of opportunities and social integration of the disabled. The declaration of the year 1993 as the SAARC year of the disabled persons at the World Summit on Social Development in Copenhagen was yet another vital global event.

1.2 Various Declarations/Attempts for the Education of Children With Special Needs: International Perspective

Education is not only a fundamental right but also a basic necessity to be able to participate in one’s community and flourish in life. In the world the emphasis has been on Education for All (EFA). Every child born in the country—whether challenged or otherwise—is born with same right of education. It is obligation of the civil society and educational administration to ensure that every child has a place in the broad framework of education. The educational provision for Children With Special Needs (CWSN) is important factor in our way to achieve education for all. The history of mankind gives a clear evidence of the efforts to ensure respect for the dignity of human beings. At the international and national levels, many efforts have
been made to eradicate all forms of inequality amongst human beings and providing opportunity to realise their rights in equal terms. The concern for inclusion of children with special needs in the mainstream has also been widely expressed by many commissions, committees, working groups, seminars and there has been continuous work on it worldwide.

▸ Universal Declaration of Human Rights (1948)

Human rights are held equally by all people by simple virtue of being human. They go beyond the basic rights of life and liberty to include cultural, economic, social and political rights essential for the maintenance of human dignity (Douglas Ray, 1987). These rights enhance opportunities for individual choice and for the solution of future problems (Jan Berating) in terms of section 2 of the protection of Human Rights Act (1994), “human rights” means the rights relating to life, liberty, equality of the individual by the constitution or embodied in International covenants and enforceable by courts in India. In 1948, the Universal Declaration of Human Rights was adopted by United Nations General Assembly the declaration on the Rights of Disabled Persons (1925) was adopted later.

▸ Rights of Mentally Retarded Persons (1971)

The UN General Assembly made its proclamation on the Rights of Mentally Retarded Persons (1971), provided a framework for protecting rights of the mentally retarded persons through national and international action. According to this declaration mentally retarded person, had to the degree feasible, the same rights as other human beings. It also stated that, if possible mentally retarded person should live with their families and should participate in various aspects of community life. This declaration was the first step towards promoting integration of the persons with disabilities in normal life.

▸ Rights of Disabled Persons (1975)

The UN General Assembly adopted this declaration in (1975). This declaration reiterated the rights of the persons with disabilities to education, medical services, placement services, economic and social security, to employment, to live with their families, to participate in social and creative events, to be protected against all exploitation, abuse or degrading behavior and avail them of legal aid.
- **World Programme of Action Concerning Disabled Persons (1982)**

  This programme was adopted by the General Assembly in 1982. It was formulated as an outcome of the International year of the Disabled (1981). The World Programme of Action is 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. It adopted the human rights perspective and the underlying principle of persons with disabilities within the content of normal community services.

- **The Standard Rules for the Equalization of Opportunities for Persons with Disabilities (1993)**

  The purpose of the rules is to ensure that girls, boys, women and men with disabilities, as members of their societies, may exercise the same rights and obligation as others. These rules, serve as guiding philosophy for action in the years ahead of world programme of action. The rules represent moral and political commitment of respective governments to take action in order to attain equalization of opportunities for persons with disabilities. The rules serve as an instrument for policy making and as a basis of technical and economic-cooperation.

- **The Jomtien World Declaration on Education for All (1990)**

  In 1990, representatives of 155 Nations and 150 Non-Government Organizations met at Jomtien, Thailand in the world conference on Education for All (EFA). The major objective was to speculate upon measures to universalise basic education and eradicate illiteracy. The philosophy agreed at the Justine world declaration included the statements: Every persons-child, youth and adult-shall be able to benefit from educational opportunities designed to meet their basic learning needs. The learning needs have disabled demand special attention. 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.

- **The Vienna Declaration (1993)**

  In 1993, the word conference of Human Rights was held at Vienna, Austria. The word conference of Human Rights reaffirms that all human rights and
fundamental freedoms are universal and thus unreservedly included persons with disabilities. Every person is born equal and has the same rights of life and welfare, education and work, living in dentally and active participation in all aspects of society any direct discrimination of a disabled person is, therefore, acieration of his or her rights. The world conference of Human Rights calls on Governments where necessary, to adopt or adjust legislation to assure access to these and other rights for disabled persons.


The major objective of this decade was full participation and equality of persons with disabilities. Thirty three countries attending the forty eights ESCAP sessions in 1992 joined in sponsorship of resolution 48/3 on the Asian and pacific decade of the Disabled Persons. This proclaims with a view to give fresh impetus to the implementation of the World Programme of Action concerning disabled persons in the ESCAP region beyond 1992 and strengthening regional cooperation to resolve issues affecting the achievement of the goals of the world programme of action, especially those concerning the full participation and equality of persons with disabilities. The Asian and pacific decades of the disabled also gives greater attention to issues faced by the women in order to increase their capacity to participate in local national international level.


The Salamanca Statement and the Framework of action was adopted by world conference on special needs education in Salamanca, Spain in 1994, jointly organized by Government of Spain and UNESCO. Representatives of 92 governments and 25 international organizations participated in the world conference: The world conference went on to call upon all governments to, give the “highest policy and budgetary priority” to improve education services so that all children could include, regardless of differences or difficulties. Adopt as a matter of law or policy the principle of inclusive education and enroll and children in ordinary schools unless there were compelling reasons for doing otherwise.
Develop deportation projects and encourage exchanges with countries with inclusive schooling. Ensure that organizations of disabled people, along with parents and community bodies are involved enplaning decision making and greater effort into pre-school strategies as well as vocation aspects of inclusive education. Ensure that both initial and in-service teacher training address the provision of inclusive education. The statement also calls on the international community to endorse the approach of inclusive schooling and to support the development of special needs education as an integral part of all education programmes. In particular it calls on ENESCO, UNICEF, UNDP and World Bank for this endorsement. It asks for the United Nations and its specialized agencies to strengthen their inputs for technical cooperation and improve their net working for more efficient support to integrate special needs provision. Non-Governmental Organizations (NGO) in this statement are asked to strengthen their collaboration with official national bodies and become more involved in all aspects of inclusive education.


The Beijing Declaration was adopted on 2000 at world NGOs summit on disability. The declaration as stated was “we believe that the inception of the new century is an opportune time for people with disabilities and their organizations and other civil organizations local and national governments, members of united nations system and other inter-government bodies, as well as the private sector, to collaborate closely in an inclusive and wide consultative process aimed at the development and adoption of an international connection to promote and protect the rights of people with disabilities, and enhance equal opportunities for participation in mainstream society.

➢ **Biwako Millennium Framework for Action (BMFA) towards an inclusive, Barrier free and Right based society for Persons with Disabilities in the Asia and the Pacific**

The commission, at its fifty-eighth session, adopted on promoting an inclusive, barrier-free and rights-based society for people with disabilities in the Asian and Pacific region in the twenty-first century, by which it proclaimed the
extension of the Asian and Pacific Decade of Disabled Persons, 1993-2002, for another decade, 2003-2012. The present document sets out a draft regional framework for action that provides regional policy recommendations for action by Governments in the region and concerned stakeholders to achieve an inclusive, barrier-free and right-based society for persons with disabilities in the new decade, 2003-2012. India is a signatory to the “Declaration on the Full Participation and Equality of People with Disability in the Asia Pacific Region”. It is also a signatory to the “Biwako Millennium Framework” for action towards an inclusive, barrier free and rights-based society.

➢ United Nation Convention on the Right of Persons with Disabilities (UNCRPD, 2008)

2008 Will be remembered as one of the most important dates in the history of the human rights and disability movements. Representing years of campaigning and dedication by people around the world, the United Nations Convention on the Rights of the Persons with Disabilities (UNCRPD) came into force on 3 May. This is the world’s newest human rights tool. In context of international law, the term “convention” refers to certain formal statements of principle which are adopted by international bodies (such as United Nations) and usually apply only to countries that ratify them. These conventions are generally seen as having the force of international treaties for the ratifying countries. A convention is a legally binding agreement made between two or more countries. The optional protocol is also an international treaty.

It establishes two procedures aimed at strengthening the implementation and monitoring of the convention:

• An individual communication procedure- allowing individuals to bring petitions to the committee claiming breaches of the rights.

• An inquiry procedure- giving the committee authority to undertake enquiries grave or systematic violation of the convention.
1.3 Historical Perspective of Education of Children With Special Needs: National Perspective

In ancient India the person with disabilities were given education in the communities in which they lived. Education was given in the mainstream schools alongside the non-disabled peers in a gurukulum setting. Individualised instructions were given on the individual child’s needs and age (Jeyachandran 1968). During the colonial period and after special schools were established mostly in urban areas and were expensive. Their coverage was only 2% of the population in need (Rangasajee, 1995). In 1880 Christian missionaries had started schools for the disabled on grounds of charity. This was followed by government initiatives to establish separate workshop, model schools, central Braille presses and employment exchanges for the disabled population of the country. However, the changing approaches to disability from the charity model to the human rights model have resulted in diversity of policy and practice.

➢ Education of Visual Impaired

Work for children with visual impairment in India is more than a century old. Miss Anne Shop founded the first school for the Blind in Amritsar in 1889. The missionaries established this school for the blind. Sri Lal Behari was the first Indian to start Calcutta Blind School in 1897 (Huuricas and Koreparempil, 1995). The concept of rebirth and the theory of ‘Karma’ stimulated people to create homes for the destitute, including people with disabilities. Besides efforts from the voluntary sectors, the Union Government also initiated various activities towards the development of services for children with visual impairment. The development of Bharati Braille Code in India also provided a fillip to the augmentation of services for children with visual impairment. The pre independence period, which witnessed only 32 schools for the blind rose to a remarkable 400 in post independence era. Still the beneficiaries of the services constitute only about 5 percent.

➢ Education of Hearing Impaired

The first school for the deaf was started at Mazagaon, then Bombay Presidency in 1884. The laurels go to Heaurca for conceiving the idea of a school for the deaf. In the field of hearing impairment again the credit for introducing schools
for the deaf goes to the missionaries of charity. Late Jamininath Banerjee founded Calcutta Deaf & Dumb School in May 1893. He was trained at the National College of Teachers of the Deaf, London, England and in Gollaudet College in USA. He started the teacher-training programme for the teachers of the deaf in India and this served as the only training center in the country. By the time India became independent there were 38 schools for the deaf. However, after independence the number of schools for the deaf rose considerably. All India Institute of Speech and Hearing was established on 9th August in 1965 at Mysore. This institute contributed a lot by starting manpower development courses in the field of Audiology and Speech Therapy. In 1983, Ali Javari Jung National Institute for the Hearing Handicapped was started under the Ministry of Welfare Government of India as an apex body for the hearing handicapped. It is located at Mumbai and its regional centers’ are in New Delhi, Hyderabad, Calcutta and a state collaborated center in Bhubaneswar. They have taken up large-scale manpower development, research, training and early identification programmes.

➢ **Education of Physically Challenged**

  In the late 1950’s fellowship for the handicapped were run by Fatima Ismall. In Mumbai National Society for Education of the handicapped has done pioneering work. Similarly Ms. Kamla Nimbkar has been very actively associated with the welfare of the physically disabled. An all India Institute of Physical Medicine and Rehabilitation came up at Mumbai under the aegis of the Central Health Ministry. The Centre’s main role is to provide rehabilitation services to the locomotors disabled.

➢ **Education of Intellectually Challenged**

  In 1947, the number of schools for the mentally challenged was only three. It rose to 20 by 1980 and at present there are about 1,000 schools in the country. The first school is one of the associated disabilities, i.e. cerebral palsy that was started in 1973; and today there are more than 15 schools for cerebral palsied children. It is significant to note that most of the institutions for training and care of the mentally challenged have grown out of personal efforts of dedicated individuals or of philanthropic organization. Welfare was the main concern of these institutions.
Many of them were started as boarding houses but were later expanded to include scholastic and conational education. Now a few of them have also included in their objectives personal counseling for the intellectually challenged children.

In this way, there were quite sporadic and scattered efforts in the direction of education for the disabled children. The education of children with disabilities is offered through a variety of service model ranging from segregation to full inclusion in a mainstream classroom. There are more than 3,000 special schools in India today. Of them, 900 are schools for hearing impaired, 400 for visual impaired, 700 for those locomotor disabilities and 1,000 for the intellectually disabled.

1.4 Various Policies/Legislative Frameworks for the Education of Children With Special Needs: National Perspective

The Constitution of India (20 Nov. 1949) clearly states in the preamble that everyone has the right to equality of status and opportunities. The article 41 of the Directive Principle of Indian Constitution supports the right to work, the education and to public assistance in certain cases including disablement. Further, Article 45 commits to the provision of free and compulsory education for all children up to age of 14 years. Based on this 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.

➢ The Indian Education Commission (1964-66)

Suggested that, “Education of Handicapped Children has to be organised not merely on humanitarian grounds but also on grounds of reality”, the commission also emphasized that the duration of handicapped children should be on “inseparable part of the general education system.” In order to provide adequate services to handicapped children, the commission recommended for adoption of two approaches, namely, special education and integrated education.

➢ Integrated Education of Disabled Children (IEDC, 1974)

Though residential schools grew in numbers, they could not make an impact as far as coverage was concerned. The coverage remained in single digit for many decades and therefore, the need for alternative model in the form of integrated
education emerged. In the process of bringing more children with disabilities under the umbrella of educational services, integration was projected as the cost effective approach. As a result, the general education system was sensitized to accept disabled children in general schools. Integration of children with disabilities is rather reinforcing better educational practices in the general school system. In order to provide impetus to integration, the centrally sponsored scheme of integrated education was introduced in 1974 and is being implemented in various States of the country Article 21A of the Indian Constitution Every child in the age group of 6-14 years. This scheme was initially launched in 1974 and revised in 1992 for providing educational opportunities to the moderately, disabled children in the general school system. The scope of the scheme includes pre-school training, counseling for parents and community involvement. Implemented through state governments, autonomous bodies and voluntary organizations, IEDC scheme provide 100% financial assistance for various facilities to the disabled children’s education like allowance for books and stationary, uniform, transport, readers allowance for visually handicapped, hostel allowance, equipment cost, removal and modification of architectural barriers, financial assistance for purchasing/production of instructional material, training of general teachers and equipment for resources rooms.

➢ **National Policy on Education (NPE, 1986)**

In 1986 the National Policy on Education (NPE) was adopted by Indian Parliament which emphasis on removal of disparities and equalization of educational opportunities under Education of Handicapped. “Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others. Special schools with hostels will be provided as far as possible at disable headquarters, for severely handicapped children. Adequate arrangements will be made to give vocational training to the disabled. Teachers training programmes reoriented to deal with the special difficulties of the handicapped children and voluntary effort for the education in every possible manner. The objective should be to integrate the physically and mentally handicapped with the general community to prepare them for normal growth and to enable them to face life with courage and confidence.
➢ **Project Integrated Education for the Disabled (PIED, 1987)**

Integrated education concept has come to stay in the educational system in India and its full potential is yet potential is yet to be explored. Its full potential can be achieved when the State Governments accept total responsibility for services to the children with disabilities. Means while, the National Council of Education Research and Training (NCERT) joined hands with UNICEF and launched project integrated education for disabled children (PIED) in the year 1987, to strengthen the integration of learners with disabilities into regular schools. This scheme was launched in 1987 by the Ministry of Human Resources Development along with UNICEF. In the scheme, there lies shift in strategy (in comparison to IEDC) from school based approach to a composite area approach. Accordingly in this scheme a cluster (usually a block of population) of schools is taken as the project area. All the schools in the area are expected to enroll children with disabilities. All the essential facilities pooled for a cluster or block, can be made available for all the included schools and disabled children in that cluster. This experiment has met with a significant success in the inclusive education of the disabled. It has been successfully running in many states and union territories of the country.

➢ **District Primary Education Programme (DPEP, 1994)**

District Primary Education Programme was launched, as a centrally sponsored scheme by the ministry of human resources development in 1994 in 42 districts of seven states for providing access to primary education to all children irrespective of their disability or non disability. It has been spread now to more states. This scheme has been funded jointly by the World Bank, European Commission, Uk Department of International Development, Government of Netherland and UNICEF. This scheme has contributed a lot in providing a big boost to inclusive education. On account of it, starting from a few hundred blocks in 1988, inclusive education is currently being implemented in 2014 blocks of 18 DPEP states. Ten states of Gujarat, Haryana, Himachal Pardesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Tamilnadu and Uttranchal have up scaled the inclusive education programme to all the blocks. Through its support services, DPEP is aiming to contribute in the manner as follows:
- Catering to community mobilization and early detection of disabilities.
- Improving in service teacher training.
- Marking provision for resource support.
- Making provisions for the removal of architectural barriers.
- Making provision for educational aids and appliances.


This is an act by parliament giving statutory powers to the Rehabilitation Council of India to enforce uniform standardization and regulation of all training policies and programmes in the field of rehabilitation and special education all over the country. The act was amended in 2000 to make it more broad based by including important components such as to promote research in rehabilitation and special education, to ensure maintenance of uniformity in the definition of various disabilities in conformity with the Person with Disabilities Act, 1995. It works for creating awareness about and promotion of education of children with special needs. The RCI has also developed a foundation course for elementary school teachers through distance education mode.

➢ **Person with Disabilities Act (PWD Act, 1995)**

The Person With Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995; indicate that although Govt. of India had made several attempts to implement integrated education programme, there is lack of firm commitment to promote integration. It states that whenever possible, children with disabilities should be educated in regular school settings. The PWD Act, 1995 also states, “The appropriate Government and local authorities shall ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of 18 years (Article 26a); endeavor to promote the integration of students with disabilities in the normal schools (Articles 26b).”

➢ **The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act (1999)**

This act provides for the Constitution of a National Trust for the welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.
The main objectives of National Trust are to enable, empower and strengthen facilities to provide support to the persons with disabilities. The Trust deals with problems of persons with disability and facilitates the realization of equal opportunities. This act received the assent of the president on 30th December, 1999 and extends to the whole of India.

➢ **Sarva Shiksha Abhiyan (SSA, 2000)**

Sarva Shiksha Abhiyan a project launched by the Department of Elementary Education and Literacy of the Ministry of Human Resource Development (MHRD), Government of India has exclusive provisions for inclusive education to all children with special needs (including disabled) for achieving its target of universalization of elementary education in the age group of 6-14 years by 2010. In this project as a policy matter it has been assumed that the educational requirements of the children with special needs can be met by providing adequate resource support to them in regular schools, and giving them an opportunity to receive education in the most appropriate environment i.e. inclusive set-up of the regular school.

➢ **Inclusive Education (IE)**

Inclusive education is human right; children learn better academically and socially in an integrated environment. The disability results in a variety of learning problems which require special educational arrangements. These arrangements for meeting the special needs constitute special education. The definition of special education: the allocation of the appropriate help to a child with special needs for his/her whole development in all sectors, especially the psychological, the social and the educational….and includes among other things the teaching of daily routines of self-care, personal hygiene, movement, linguistic development and communication. Inclusive education means all learners young people-with or without disabilities being able to learn together in ordinary pre-school provisions, schools and community educational settings with appropriate network of support service (MHRD, 2003). Inclusive education means that all students, regardless of their strengths and weakness, become a natural part of the mainstream school community when a child with special needs is brought to the mainstream school and the school makes necessary adaptations according to the needs of particular child it is called inclusive education.
The National Policy for Person with Disabilities (2006)

Government of India has announced in 2006, The National Policy for Person With Disabilities, it has recognized that person with disabilities are valuable human resources for the nation and seeks to create an environment that provides them equal opportunities, protection of their rights and full participation in society. By declaring education, the most effective vehicle of social and economic empowerment, it has pledged to provide free and compulsory education to all children with disabilities up to the minimum age of 18 years by emphasizing a need for mainstreaming of person with disabilities in general education system through inclusive education. It has also laid down a time limit of ensuring every child with disabilities an access to appropriate pre-school, primary and secondary level education by 2020 by taking care of (i) making schools barrier free and accessible to all types of disabilities (ii) making needed teaching, learning material and support services available to them.

The Right of children to Free and Compulsory Education Act -2009

Right to Education occupies a central place in human right law. The Right of children to Free and Compulsory Education Act has come from, April 1, 2010. As from this day the right to education will be accorded the same legal status as the right to life as provided by Eight years of elementary education in an age appropriate classroom in the vicinity of his/her neighborhood. No child shall be denied admission for want of documents; no child shall be turned away if the admission cycle in the school is over and no child shall be asked to take an admission test. Children with special needs will also be educated in the mainstream schools. All private schools shall be required to enroll children from weaker sections and disadvantaged communities in their incoming class to the extent of 25% of their enrollment, by simple random selection. No seats in this quota can be left vacant. These children will be treated on par with all children in the school and subsidized by the State at the rate of average per learner costs in the government school. The salient features of the Right of children for Free and Compulsory Education act are:

- Free and compulsory education to all children in the age group of 6-14 years.
- No child shall be held back, expelled, or required to pass a board examination until completion of elementary education:
• A child above six years of age has not been admitted in any school or though admitted could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age; Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time limits, as may be prescribed; Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.

• Proof of age for admission; for the purpose of admission to elementary education, the age of child shall be determined on the basis of the birth certificate issued in accordance with the provision of the Births, Deaths and Marriages Registration Act, 1856 or such other document, as may be prescribed. No child shall be denied admission in a school for the lack of age proof.

• A child who completes elementary education shall be awarded a certificate;
• Calls for a fixed student teacher ratio, 30: 1.
• Provide for 25 percent reservation for economically disadvantaged communities in admission to Class one in all private schools.
• Mandates improvement in quality.

➢ The Rights of Persons with Disabilities Bill (2011)

India has ratified the, UN Convention on the Rights of Persons with Disabilities (UN CRPD) and undertaken the obligation to ensure and promote the full realization of all human rights and fundamental freedoms for all Persons with Disabilities without discrimination of any kind on the basis of disability. In fulfillment of this international commitment, the country is obligated to enact suitable legislation in furtherance of the rights recognized in the UN CRPD. It is proposed to repeal the extant legislation and replace it with a comprehensive law which is in conformity with the UN CRPD and hence this Bill. The salient features of the proposed legislation are as follows:
• To guarantee equality and non-discrimination to all persons with disabilities;
• To recognize legal capacity of all persons with disabilities and make provision for support where required to exercise such legal capacity;
• To recognize the multiple and aggravated discrimination faced by women with disabilities and induct a gendered understanding in both the rights and the programmatic interventions;
• To recognize the special vulnerabilities of children with disabilities and ensure that they are treated on an equal basis with other children;
• To mandate proactive interventions for persons with disabilities who are elderly, confined to their homes, abandoned and segregated or living in institutions and also those who need high support;
• To establish National and State Disability Rights Authorities which facilitate the formulation of disability policy and law with active participation of persons with disabilities dismantle structural discrimination existing against persons with disabilities and enforce due observance of regulations promulgated under this Act for the protection, promotion and enjoyment of all rights guaranteed in this Act.
• To specify civil and criminal sanctions for wrongful acts and omissions.

1.5 Coverage of CWSN under Sarva Shiksha Abhiyan, Provisions for CWSN under Sarva Shiksha Abhiyan and Programmes and Activities for Education of CWSN under Sarva Shiksha Abhiyan

In 2000, District Primary Education Programme (DPEP) has been extended to the Sarva Shiksha Abhiyan (SSA). It is a programme with a clear time frame for Universalisation of Elementary Education through a time bound integrated approach, in partnership with states. The SSA is to provide useful and relevant Elementary Education to all children in the 6 to 14 age group by 2010. There is also another goal to bridge, social, regional and gender gaps, with active participation of the community in the management of schools.
1.5.1 Broad Aims and Objectives of SSA

Broad Aims: The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

1.5.2 Objectives of SSA:


- **All children complete five years of primary schooling** by 2007.

- **All children complete eight years of elementary schooling** by 2010.

- Focus on **elementary education of satisfactory quality** with emphasis on ‘education for life’.

- **Bridge all** gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.

- **Universal retention** by 2010.

1.5.3 Key features of the programme

The main features of SSA are-

- A programme with a clear time frame for universal elementary education.

- A response to the demand for quality basic education all over the country’

- An opportunity for promoting social justice through basic education.

- An effort for effectively involving the panchayati Raj Institutions, School Management Committee, Village/ Urban Smallest unit level education committee. Parent-Teacher Associations, Mother- Teacher Associations, Tribal Autonomous council and other grass root level structure in the management of elementary schools.

- An expression of Political Will for Universal elementary education across the country.
- A partnership among the Central, State and Local Governments.
- An opportunity for State to develop their own vision of Elementary Education and to implement them.
- An attempt of effect convergence among programmes of the Education Department and with those of other departments concerned with poverty alleviation and promotion of people’s quality of life.

1.5.4 Main Strategies of SSA

- **Institutional Reforms** - As part of the SSA, the central and the State governments will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralization and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.

- **Sustainable Financing** - The Sarva Shiksha Abhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the central and the state governments.

- **Community Ownership** - The programme calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions.

- **Institutional Capacity Building** - The SSA conceives a major capacity building role for national, state and district level institutions like NUEPA / NCERT / NCTE / SCERT / SIEMAT / DIET.

- **Improvement in quality** requires a sustainable support system of resource persons and institutions.
• **Improving Mainstream Educational Administration** - It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.

• **Community Based Monitoring with Full Transparency** - The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received. A notice board would be put up in every school for this purpose.

• **Habitation as a Unit of Planning** - The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.

• **Accountability to Community** - SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.

• **Priority to Education of Girls** - Education of girls, especially those belonging to the scheduled castes and scheduled tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan.

• **Focus on Special Groups** - There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children disadvantaged groups and the children with special needs, in the educational process.

• **Pre-Project Phase** - SSA will commence throughout the country with a well-planned pre-project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These include provision for household surveys, community-based micro planning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies, etc.,
• **Thrust on Quality** - SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centered activities and effective teaching learning strategies.

• **Role of teachers** - SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centers/Cluster Resource Centers, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

• **District Elementary Education Plans** - As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made and required in the elementary education sector, with a holistic and convergent approach. There will be a Perspective Plan that will give a framework of activities over a longer time frame to achieve UEE. There will also be an Annual Work Plan and Budget that will list the prioritized activities to be carried out in that year. The Perspective Plan will also be a dynamic document subject to constant improvement in the course of Programme Implementation.

1.5.6 **Financial norms under SSA**

- The assistance under the programme of Sarva Shiksha Abhiyan will be on a 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan, and 50:50 sharing thereafter between the Central government and State governments. Commitments regarding sharing of costs would be taken from state governments in writing.

- The state governments will have to maintain their level of investment in elementary education as in 1999-2000. The contribution as state share for SSA will be over and above this investment.

- The Government of India would release funds to the State Governments/Union Territories only and instalments (except first) would
only be released after the previous instalments of central government and state share has been transferred to the State Implementation Society.

- The support for teacher salary appointed under the SSA programme could be shared between the central government and the State government in a ratio of 85:15 during the IX Plan, 75:25 during the X Plan and 50:50 thereafter.

- All legal agreements regarding externally assisted projects will continue to apply unless specific modifications have been agreed to, in consultation with foreign funding agencies.

- Existing schemes of elementary education of the department (except National Bal Bhawan and NCTE) will converge after the IX Plan. The National Programme for Nutritional Support to Primary Education (Mid-Day-Meal) would remain a distinct intervention with food grains and specified transportation costs being met by the Centre and the cost of cooked meals being met by the state government.

- District Education Plans would inter–alia, clearly show the funds/resource available for various components under schemes like PMGY, JGSY, PMRY, Sunishchit Rozgar Yojana, Area fund of MPs/MLAs, State Plan, foreign funding (if any) and resources generated in the NGO sector.

All funds to be used for upgradation, maintenance, repair of schools and Teaching Learning Equipment and local management to be transferred to VECs/ School Management Committees/ Gram Panchayat/ or any other village/ school level arrangement for decentralisation adopted by that particular State/UT. The village/ school-based body may make a resolution regarding the best way environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well-being rather than to permit mere selfish pursuits. Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS centres or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the Department of Women and Child Development.
1.5.7 Coverage of Children With Special Needs (CWSN) under SSA

The SSA has also taken care of children with special needs. The SSA aims to provide useful and relevant elementary education to all children including children with disabilities in the age range of 6-14 years by 2010. The person with Disability Act (1995) makes it mandatory on the part of government to provide needed educational facilities for the disabled. SSA calls for community ownership of school based interventions through effective decentralization. Under SSA, community based monitoring is to be done with full transparency to the community. It also envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community. It also focuses on the inclusion and participation of children with special needs in the educational process.

This programme lays a special thrust on making education at the elementary level useful and relevant for children by improving the curricula, child centered activities and effective teaching learning strategies. SSA also focuses on the developmental needs of teachers as it recognises the critical and central role of teachers. It ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. It adopts ‘zero rejection’ policy so that no-child is left out of the education system. The thrust of SSA is to provide integrated and inclusive education to all children with special needs in general schools. It also supports a wide range of approaches, options and strategies for education of children with special needs which includes education through open learning system and open schools, non-formal and alternative schooling, distance education, special schools, wherever necessary, home based education itinerant teacher model, remedial training, part time classes, community based rehabilitations (CBR) vocational education and cooperative programme.

1.5.8 Provisions for CWSN under SSA

SSA offers the following provisions to CWSN:

- Up to Rs. 3000/- per child for integrations of disabled children, as per specific proposal, per year.
- District plan for children with special needs will be formulated within the Rs. 3000/- per child norm.
- Involvement of resource institutions to be encouraged.
1.5.9 Programmes and Activities for Education of Children With Special Needs under SSA:

Infrastructure

Once the proper climate for inclusion of children with special needs in regular school system is created, the SSA State Mission Societies should consider establishing appropriate structures at the state, district, block, cluster and the village level that can plan for effective implementation of the Inclusive Education (IE) programme.

- **State Level Structures:** The state level structure should comprise an officer in charge for IE and a State Resource Group. A state coordinator for inclusive education should be appointed by the SSA State Mission Societies.

- **District Level Structures:** Similar to the structure at the state level, the district level structures could comprise an officer in charge for IE and a District Resource Group.

- **Block/Cluster Level Structures:** The main block level structures for IE would be resource teachers, who would be reporting to Block Resource Centre Coordinators (BRCCs). The Cluster Resource Centre Coordinators (CRCCs) at the cluster level will also have a role to play in IE. In SSA, there is a provision of a resource room at the SSA. But a small room within the already existing BRC/CRC structure is proposed. This room can be used as a resource room for CWSN for the various purposes.

- **Village Level Structure:** In SSA, there is a provision of constitution of grass root structures like the Village Education Committee (VEC) or a School Management Committee (SMC) or similar forum at village/school level to monitor the implementation and execution of inclusive education programme also to provide the essential facilities to CWSN after identifying them. The SSA State Mission Societies should consider having parent of a child with special needs as the member of the VEC or the SMC. The 2-day training of community leaders should have an essential component on issues related to CWSN.
- **School Level Structure:** At the school level, head masters, general teachers and other non-disabled children will have a crucial role to play in the education of children with special needs.

**Physical Access:**

The following activities could be a part of physical access:

- **Identification of CWSN:** Identification children with special needs should become an integral part of the micro-planning and household surveys. A concerted drive to detect children with special needs at an early age should be undertaken through PHCs, ICDS, ECCE centres and other school readiness programmes. This must be accompanied by training of the surveyors, enumerators and other government functionaries at different levels.

- **Assessment of CWSN for mapping of needs:** Assessment of each identified child should be carried out. A team should be constituted at the block/cluster level to carry out this assessment. The assessment team will ascertain the extent and type of the disability, the developmental level of the child, and the nature of support services required, assistive devices required by the child and the most appropriate form of special training to be given to the child. Both formal and functional assessment should be done by a competent team comprising doctors, eye specialist, ENT specialist, resource teachers and general teachers. The team should also specify that what aids and appliances the child requires. Assessment could be done with the help of PHCs, National Institutes, Composite Resource Centres and District Disability Rehabilitation Centres.

- **Educational Placement:** Every child with special needs should be placed in the neighbourhood schools, with needed support services. Children with special needs need 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 (b) they will be entitled to ‘special training’ through regular teachers or teachers specifically appointed for the purpose (c) and then mainstreamed in general schools along with their peers in the age appropriate class.

- **Aids and appliances:** All children requiring assistive devices should be provided with aids and appliances, obtained as far as possible through convergence with the Ministry of Social Justice and Empowerment, State Welfare Departments, National Institutions, ALIMCO, voluntary organisations or NGOs. If aids and appliances cannot be obtained through convergence, then SSA funds could be used for this purpose too. Other than aids and appliances, CWSN in regular schools, should be provided with all the necessary required support, which may be in the form of books, dress, stationary, transport allowance, escort allowance, hostel allowance, reader allowance, equipment allowance, resource room, helper and an assistant for locomotor impaired children. All these incentives could be provided to the identified CWSN in SSA through convergence with the IEDC scheme of MHRD.

- **Removal of architectural barriers:** Architectural barriers in schools would have to be removed for easy access and to promote inclusion of CWSN. Efforts will be taken to provide all kinds of disabled-friendly facilities in schools and educational institutions. Development of innovative designs for schools to provide an enabling environment for children with special needs should also be a part of the programme. Schools must be designed using an inclusive lens to create barrier-free environments and accessible buildings must incorporate not only through ramps, but also through accessible classrooms, toilets, playgrounds, laboratories etc.
Quality of Access to CWSN:

RTE Act, 2009 stresses the importance of preparing and strengthening schools to address all kinds of diversities arising from inequalities of gender, caste, language, culture, religion or disabilities. Hence, to retain CWSN, schools would have to be prepared in terms of support services required by the child, availability of a trained/sensitised teacher, support from a resource teacher, acceptance by peers and inclusive teaching practices. Elements like classroom space, building, furniture, equipments, seating arrangement, classroom organization, etc would have to be adapted to meet the varied and diverse educational needs of CWSN. For example, space norms would have to be altered for a child with a special need using an assistive device like wheelchair. The components under Quality would include the following:

- **Support services:** A continuum of core essential support services is required by CWSN. These services would be category specific and should be made available as per the needs of the child. These support services are essential for the access and retention of CWSN. This would include specific accommodations like 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 material, communication board, computer access, universal design for school buildings, classrooms, transport /escort facility, furniture and fixtures, resource room support, therapeutical support, textbooks in accessible format, ICT support, vocational education and training, etc.

- **Teacher training:** Intensive teacher training should be undertaken to sensitise regular teachers on effective classroom management of children with special needs. This training should be recurrent at block/cluster levels and integrated with the on-going in-service teacher training schedules in SSA. All training modules at SCERT, DIET and BRC level should include a suitable component on education of children with special needs.

- **Resource support:** For resource support to CWSN, especially trained special educators should be appointed, particularly for teaching special skills
to children with special needs. The resource teacher may be posted at the block or cluster level and can operate in an itinerant mode, covering a group of schools where children with special needs are enrolled. As far as possible one resource teacher from each category of disability should be appointed at the block level and multi-category training should be provided to all resource teachers to strengthen academic support to CWSN. In case qualified special teachers as per prescribed qualifications are not available, teachers with short training courses recognized by the Rehabilitation Council of India (RCI) may be appointed with the condition that they will complete the full course within three years of appointment or long term training of regular teachers should be undertaken. IE volunteers should be appointed on contractual basis at cluster/gram panchayat level from amongst the parents/family of CWSN and provided intensive training.

- **Curricular access:** The curriculum must be inclusive as envisioned in NCF-2005. It should be ensured that the same curriculum be followed for children with and without special needs, but with minor adaptations like small changes in learning content, learning friendly environment, appropriate learning approach, adaptation in learning aids, flexibility in evaluation, etc. It would be important to provide text books and curriculum in accessible formats for CWSN.

- **Individualized Educational Plan (IEP):** An IEP should be prepared for every child with special needs in consultation with parents and experts. Its implementation should be monitored from time to time. The IEP should review the effectiveness of various strategies and support services used by children with special needs periodically, after developing indicators.

- **Building synergy with special schools:** Special schools will have to become resource centres for inclusive education and provide support to IE. The nature of this resource support can cover aspects like teacher training, development of material and appropriate TLMS, providing support services to CWSN, etc. In some cases, special schools can also impart special training to CWSN for a specified period of time and then mainstream into regular schools.
Social Access to CWSN:

Ensuring social access to CWSN is a greater challenge as compared to providing physical access as it requires an in-depth understanding of the various educational needs of CWSN and bringing about attitudinal changes at various levels and providing institutional support to sustain those attitudinal changes. A very important dimension of social access is discrimination. CWSN are subjected to many forms of discrimination. In this context teachers and peers have a very important role to play. Special emphasis must be given to education of girls with disabilities. Social access could include the following:

- **Awareness:** It is important to undertake widespread awareness on the need, importance and potential of children with special needs. Various modes like ma-beti mela, bal sammelan, print and electronic media, success stories etc. should be used.

- **Parental training and community mobilisation:** Parents of children with disabilities should receive counseling and training on how to bring them up and teach them basic survival skills. Strong advocacy and awareness programmes should form a part of strategy to educate every child with special needs. A component on disability should be included in all the modules for parents, VEC and community. School development plans must be developed keeping in mind the needs of CWSN.

- **Peer sensitisation:** Another group that plays a very crucial role in the context of CWSN is the peer group. Various programmes and curricular and co-curricular activities could be designed for peer sensitisation like inclusive sports, tournaments, cultural programmes, inclusive exposure visits, etc.

**Monitoring:**

On-going monitoring and evaluation should be carried out to refine the programme from time to time. For this, appropriate monitoring mechanisms and tools should be devised at every level and field tested at regular intervals. Monitoring helps in identifying the strengths and weaknesses of the programme as well as assessing its progress. Monitoring should be done by receiving periodical feedback from district level functionaries, block level functionaries, resource teachers, headmasters, classroom teachers, parents and others involved in the
process of education of these children. This information could be collected from
direct observation of the students’ performance, evaluation of students’ academic
achievement, their attendance and through interaction with the parents and
community.

1.6 Status and Education of Children With Special Needs (CWSN) in
Haryana State:

The state is administratively divided into four divisions, i.e Hisar, Ambala,
Rohtak and Gurgaon. There are 21 districts, 54 subdivisions, 74 tehsils and 119
blocks. There are 102 towns and 6955 villages out of which the number of in-
habitated villages is 6764 in the state as per census 2001 against 84 towns and 7073
villages as per census 1991. As per the provisional data of the census 2011, there are
6841villages. The education districts and blocks are co-terminus with revenue
districts and CD blocks. Whole of Mewat district (Hathin block of Palwal) and
Sadhaura & Chhachhrauli blocks of Yamuna Nagar district are dominantly
populated by minority community (muslims only). These parts of the State are
educationally quite backward. The State can be divided in two natural regions, i.e,
the Sub- Himalayan Terai and the Indo-Gangetic plain. The plain has on the north
The Himalayas and in the south the Rajasthan desert. Situated between the
depression of the rivers Ganga and Indus, Haryana constitutes a level ground of
moist land. In the south of the plains, there are many hillocks of the Aravali range.
As per the provisional data of the census 2011 approximately 11% increase in the
female literacy rate has been observed as compare to 2001 census. The gender gap in
literacy is high with lowest female literacy in the district Mewat. The district
Fatehabad has also reported second lowest female literacy rate in the state having the
second highest sex ratio of 903. However, sex ratio is highest at 906 in the state.

The State of Haryana started work in Inclusive Education (IE) under SSA
from 2003-04. It started with activities like identification, assessment camps, aids
and appliances. Gradually it appointed resource teachers in 2006-07 to provide
resource support to CWSNs. These resource teachers were appointed in model IED
schools where in each block one school was made inclusive to accommodate
children with special needs with all the facilities. Haryana state also conducted
special sports for CWSNs. This would now have to be made more inclusive
.However, now with the coming of RTE, the concept of neighborhood schools has to
be followed and CWSN have to go to the neighborhood schools. Hence, the focus of SSA now has shifted more towards school preparedness for all kinds of children. Hence appropriate training programmes have developed for teachers so that they are equipped to deal with all kinds of diversities in the classrooms. As per census 2001, 82691 CWSN constitute 2.05% of the total population.

**Table No. 1.1**

Enrollment of CWSN in the Schools

<table>
<thead>
<tr>
<th>SEX</th>
<th>CHILDREN WITH SPECIAL NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007-08</td>
</tr>
<tr>
<td>BOYS</td>
<td>11206</td>
</tr>
<tr>
<td>GIRLS</td>
<td>7187</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18393</td>
</tr>
</tbody>
</table>

Source: DISE (NUEPA), 2007-08, 2008-09, 2009-10, 2010-11

Table presents the number of special needs children enrolled in the elementary schools during the period of 2007-08 to 2010-11. During the year 2007-08 total numbers of 18393 CWSN enrolled in the elementary schools. Further 2008-09 total numbers of 14417 CWSN enrolled in the elementary schools. During the period 2009-10 total 13282 numbers of CWSN enrolled in the elementary schools, whereas during the period 2010-11 total 6631 numbers of CWSN enrolled in the elementary schools.

1.7 **Significance of the Study**

India is a vast country having second largest population in the world. Historically, India had been an inclusive society. Persons with disabilities were also the part of society. The origin of special education in India can be traced back to the era of “Gurukula” education which adhered to fundamental educational principles of special education like determining the strengths and needs of each pupil, individualisation of teaching targets and methods to match the skills and interests and preparing the pupils for meeting the social expectation of their prospective interests. Though the learners were not labeled as children with special needs, they were provided assistance on the basis of their individual needs.
Education of persons with disabilities did not have a special focus until recent years. The existing programmes for children with special needs in the country are special schools, integrated education programmes and inclusive education. Special school concept is more than a century old, integrated education has been widely spread since 1974 after the centrally sponsored intergraded education for disabled children scheme. Inclusive schooling gets momentum recently after Salamanca declaration (1994) where India is one of the signatory bodies. With all these educational provisions, we are not able to systematise education for all children with special needs. Reports on disabilities in India reveal different statistics. The report of national sample survey organization (NSSO, 2002) reveals that numbers of CWSNs is estimated to be 18.53 million, constituting about 1.8 percent of total population (CWSN Persons in India, 2002). The report also projects that about 10.63 percent of persons with disabilities have more than one type disability. Rehabilitation council of India (RCI, 1996) estimated that there would be 8.94 million children with locomotors disability, 3.24 million children with hearing impairment, 1.96 million children with speech defects, 9.00 million children with mental retardation, 4.01 million, children with visual impairment and 3.00 million children with cerebral palsy in the age group of 5-14 years in India.

The figures indicate that there is need for the education of CWSNs. As such, the pattern of growth in general education has been slow in the country. Enrolment of students without disabilities has increased in the past two decades due to the focused effort of the government through projects like district primary education programme (DPEP) and scheme to achieve universalization of primary education. The latest national movement called Sarva Shiksha Abhiyan (SSA) includes disability component also for its service delivery. Provision of quality elementary education to all children up to the age of 14 years, is a constitutional mandate and a fundamental right now. To achieve the goal of universalisation of elementary education (UEE), it is necessary to ensure equal opportunity of education to all children. A comprehensive and community based Sarva Shiksha Abhiyan (SSA) was launched in 2002. SSA visualizes elementary education of a satisfactory quality for all children by 2010 and aims at bridging social, regional and gender gaps with the active participation of the community in the management of schools. The
objectives of UEE cannot be achieved without including children with special needs under the ambit of elementary education. The persons with disabilities Act, 1995 provides that every child with a disability shall have areas to free education up to 18 years of age. This is a statutory responsibility cast on all appropriate governments. One of the focus areas of SSA is to increase access, enrollment and retention of all children and to reduce school drop outs. It has been considered that the special educational needs of these children could be met by providing adequate resource support to them in regular schools and giving them an opportunity to receive education in the most appropriate environment. Education of CWSN is a relatively new concept and requires a great deal of technical expertise to deal with the needs of children having different kinds of impairments. In the context zero rejection policy is adopted by SSA for children with special needs and in view of fact that some severely disabled children may require specialized services. Inclusive education is a multi-disciplinary process. In order to enrich and provide quality service to children with special needs. SSA has established linkage with other schemes central and state government to draw benefit from them.

It hardly requires any justification that educational programmes and activities need to be evaluated. After independence so many programme were started by the government to achieve the target of universalization of elementary education. But till date we are not able to achieve this target because of lack of proper implementation of these policies and programmes. Recently we have started SSA to achieve the goal of UEE. SSA is a broad programme which includes many sub schemes. Inclusive Education is a part of SSA that is playing an important role in the direction of UEE, which aims to provide education to those children who are not enrolled in neighbourhood school with non-disabled children due to disability. The education of such children is very essential to achieve the target of UEE. In such a situation it becomes necessary to evaluate the programmes and activities under Sarva Shiksha Abhiyan with reference to education of children with special needs at elementary school level. Government of India has been spending quite substantial amount of funds for SSA and therefore it also demands such attempts to evaluate the ongoing programme of SSA from time to time in order to know whether the programme objective are being achieved or not. The present study is a genuine attempt in this direction.
1.8 Statement of the Problem

“Evaluation of Programmes and Activities under Sarva Shiksha Abhiyan with Reference to Education of Children With Special Needs at Elementary School Level”.

1.9 Operational Definitions of the Terms used

- **Children With Special Needs (CWSN)**

  Children with special needs are those who deviate from the norm in mental, physical or social characteristics to such an extent that they require a modification of school practices or special educational services in order to develop to their maximum capacities.

- **Elementary Schools**

  In the present study the term Elementary Schools refers to those Elementary/Primary schools having classes I-V or I-VIII.

- **Children with Disabilities and Children With Special Needs**

  In the present study, the term Children with Disabilities and Children With Special Needs have been used synonyms/interchangeably.

- **Evaluation**

  In the present study evaluation means assessment of programmes and activities under Sarva Shiksha Abhiyan with reference to education of CWSN at elementary school level.

1.10 Objectives of the Study

1. To study the existing educational programmes and activities under SSA with reference to education of children with special needs at elementary school level in Haryana.

2. To study the views of students and the teachers regarding the existing educational programmes and activities under SSA with reference to education of children with special needs at elementary school level in Haryana.

3. To study the views of District Functionaries i.e. District Project
Coordinator (DPC), Assistant Project Coordinator (APC), Block Resource Coordinator (BRC), Assistant Block Resource Coordinator (ABRC) regarding implementation of programmes and activities under SSA with reference to education of children with special needs at elementary school level in Haryana.

4. To study the problems faced by the district functionaries and the teachers during the execution/implementation of programmes and activities under SSA with reference to education of children with special needs at elementary school level in Haryana.

5. To obtain suggestions from the district functionaries and the teachers regarding the education of children with special needs at elementary school level in Haryana.

1.11 Delimitations of the Study

The present study is delimited to.

1. Four districts of Haryana State only.

2. Programmes and activities under SSA with reference to education of children with special needs at elementary school level.

3. Only Government Elementary Schools where IED scheme is in existence.