NETAJI SUBHAS OPEN UNIVERSITY

B. Ed. Spl. Ed. (M.R./H.I./V.I.)-ODL

INCLUSIVE EDUCATION

B-6

B. Ed. Spl. Ed. (M. R. / H. I. / V. I)- ODL Programme

AREA - B

B - 6 : INCLUSIVE EDUCATION

A COLLABORATIVE PROGRAMME OF
NETAJI SUBHAS OPEN UNIVERSITY
AND
REHABILITATION COUNCIL OF INDIA

AREA - B
CROSS DISABILITY AND INCLUSION
COURSE CODE - B6
INCLUSIVE EDUCATION

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The Self Instructional Material (SIM) is prepared in conformity with the B.Ed.Spl. Edu.(MR/ HI/VI) - ODL Programme as prepared and circulated by the Rehabilitation Council of India, New Delhi and adopted by NSOU on and from the 2015-2017 academic session.

                                                Dr. Ashit Baran Aich
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Netaji Subhas Open University

From the Vice-Chancellor's Desk

Dear Students, from this Academic Session (2015-17) the Curriculum and Course Structure of B. Ed.- Special Education have been thoroughly revised as per the stipulations which featured in the Memorandum of Understanding (MoU) between the Rehabilitation Council of India (RCI) and the National Council for Teacher Education (NCTE). The newly designed course structure and syllabus is comprehensive and futuristic has, therefore, been contextualized and adopted by NSOU from the present academic session, following the directives of the aforesaid national statutory authorities.

Consequent upon the introduction of new syllabus the revision of Self Instructional Material (SIM) becomes imperative. The new syllabus was circulated by RCI for introduction in the month of June, 2015 while the new session begins in the month of July. So the difficulties of preparing the SIMs within such a short time can easily be understood. However, the School of Education of NSOU took up the challenge and put the best minds together in preparing SIM without compromising the standard and quality of such an academic package. It required many rigorous steps before printing and circulation of the entire academic package to our dear learners. Every intervening step was meticulously and methodically followed for ensuring quality in such a time bound manner.

The SIMs are prepared by eminent subject experts and edited by the senior members of the faculty specializing in the discipline concerned. Printing of the SIMs has been done with utmost care and attention. Students are the primary beneficiaries of these materials so developed. Therefore, you must go through the contents seriously and take your queries, if any, to the Counselors during Personal Contact Programs (PCPs) for clarifications. In comparison to F2F mode, the onus is on the learners in the ODL mode. So please change your mind accordingly and shrug off your old mindset of teacher dependence and spoon feeding habits immediately.

I would further urge you to go for other Open Educational Resources (OERs) - available on websites, for better understanding and gaining comprehensive mastery over the subject. From this year NSOU is also providing ICT enabled support services to the students enrolled under this University. So, in addition to the printed SIMs, the e-contents are also provided to the students to facilitate the usage and ensure more flexibility at the user end. The other ICT based support systems will be there for the benefit of the learners.

So please make the most of it and do your best in the examinations. However, any suggestion or constructive criticism regarding the SIMs and its improvement is welcome. 1 must acknowledge the contribution of all the content writers, editors and background minds at the SoE, NSOU for their respective efforts, expertise and hard work in producing the SIMs within a very short time.

Professor (Dr.) Subha Sankar Sarkar
Vice-Chancellor, NSOU

B. Ed. Spl. Ed (M. R. / H. I. / V. I)- ODL Programme

AREA - B

B-6 : INCLUSIVE EDUCATION

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Netaji Subhas Open University

B-6 □ Inclusive Education

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1.1 Introduction

Disability is seen as a prominent developmental issue in any country, as the disabled group in a society is often become marginalized due to exclusion from the mainstream society leading to poverty. Inclusive Education approach doesn't only provide the provision of basic human rights to education but also the dignity of human being which is often being linked with the socio-economic status in the community. It is seen as a device for both access and equity in education which are also the fundamental aspirations of Education for All programme (UNESCO, 1990) and Millennium Development Goal Action Frameworks (Millennium Summit of the United Nations, 2000). Through inclusive education the learners may get a chance for not only getting into the system but also a support to complete it successfully. Inclusive education results in improved social development and academic outcomes for all learners as it provides opportunity to get exposed to the real world which leads to the development of social skills and better social interactions. It also provides platform to the non-disabled peers to adopt positive attitudes, tolerance. An important prerequisite for inclusive education is to have respect for differences, respect for different learning styles, variations in methods, open and flexible curricula and welcoming each and every learner into the common platform. Thus, the perspectives of seeing the disabled learner has been changed to differently-abled or special need learner.

Success of any learner is dependent on both the school and community, but, both of them may possess barriers in implementing the inclusive education policy. These barriers are both external and internal in nature. In order to facilltste inclusive c.tucstlon, there has to have a modification in the environmental conditions which includes the physical changes for barrier free environment in each of the school buildings with adequate faciltties. Apart from that very importantly, there is a need to change the negative attitudes of the common people and to develop their sense of responsibility towards the child with special needs (CWSN).

There is a need to provide proper training to the teachers dealing with the diverse needs of the learners, applying appropriate individualized pedagogy and assessment system. Barriers to access and success can be viewed in physical as well as structural sense. But more than that, it is the curriculum, the pedagogy, the examination and the schooling approach, which may also create barriers. Unless these unseen barriers are taken care of, access to all children with diverse needs would remain a far cry. The inclusive education movement, combined with technological development has come at this crucial juncture in our country. Choosing a holistic lnclusive approach to access and success in education is more likely to succeed in reaching education for all.

1.2 Objectives

- To understand the concepts of marginalizatlon and lncluslon:

- To understand the changing practices in education of children with disabilities in respect to segregation, integration and inclusion;

- To understand the Diversity in classroom in the context of learning Styles, linguistic and socio-cultural multiplicity;

- To understand the basic principles of inclusive education;

- To acquire knowledge about primary Barriers to Inclusive Education.

1.3 Marginalization vs. Inclusion : Meaning and Definition

1.3.1 Marginalization : Meaning and Definition

'Marginalization' is social disadvantage and relegation to the fringe of society.

The term has been used first in France and then widely in Europe. Academically, it is now used across the disciplines of social sciences including philosophy, education, sociology, psychology, political science and economics.

Marginalization as the social exclusion is a process in which individuals or entire communities of people are systematically blocked from or denied full access to various rights, opportunities and resources that are naturally and normally available to members of a different group, and which are fundamental to social integration within that particular group (e.g., housing, employment, healthcare, civic engagement, democratic participation, and due process). The outcome of social exclusion is that affected individuals or communities are prevented from participating fully in the economic, social, and political life of the society in which they live.

Definition:

Marginalization is a process whereby something or someone is pushed to the edge of a social group and accorded lesser importance. This is predominantly a social phenomenon by which a minority or sub-group is excluded, and their needs or desires ignored. Tuus, marginalization leads to social exclusion.

Social exclusion is a multidimensional process of progressive social rupture, detaching groups.and individuals from social relations and institutions and preventing them from full participation in the normal; normatively prescribed activities of the society in which they live. It reflects the inability of our society to keep all groups and individuals within the reach of a society or to realise their full potential.

1.3.2 Inclusion: Meaning and Definition

The right of every child to education is proclaimed in the Universal Declaration of Human Rights (1948) as well as in the UN Convention on the Rights of the Child (1990), and reaffirmed in the World Declaration on Education for All (1990). Each Child is different with different learning needs, learning speeds and programming for education. Among these learners, some have more specialized needs than others, but the commitment to ensure their education too has been enshrined in Salamanca Conference (1994). 'Inclusive Education' is an approach that aims to realize the goals stated in these conventions, as an approach that involves homes, schools communities, employers and governments in ensuring that each and every child, regardless of his/ her individual needs or social circumstances, has equal opportunity to get a mainstream

education together with the children of other community. As the name implies, inclusive education seeks to ensure that no child is excluded, marginalised or segregated, that school is such a community to which everyone belongs, and that each child is learning what she is expected to learn.

Definition:

"Inclusion is seen as 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" (Booth, quoted in UNESCO 2001).

"Inclusive Education involves changes and modifications in content, 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" (UNESCO, 1994).

"Inclusion, when the position of children with disabilities is considered as physically being in the same place and doing the same things as other students, social acceptance, and a right to individually relevant learning"(Norwich, 1999).

1.3.3 Marginalization vs. Inclusion

Marginalization theoretically emerges at the individual or group level on four correlated dimensions–(i) insufficient access to social rights, (ii) material deprivation, (iii) limited social participation and (iv) lack of normative integration. It is then regarded as the combined result of personal risk factors (age, gender, race etc.), macro-societal changes (demographic, economic and labour market developments, technological innovation, evolution of social norms etc.), government legislation and social policy, and the actual behaviour of businesses, administrative organisations and fellow citizens.

On the other hand, inclusion is a system in which all children from a given community learn together in the same local school setting including the children with learning difficulties, special needs or disabilities with certain changes in the education systems. Traditional systems of education tend to increase the gap between advantaged included students with disadvantaged excluded children. Middle and upper class children, who start out with more (in terms of opportunity, materials), are also given more in the traditional system, thus widening the gap in education and society between the haves and have not's. As for example, the marginalised children,

who start with less, are generally provided less in terms of equal educational opportunities propagating the vicious cycle of property and lack of opportunities.

International Journal of Inclusive Education (vo1.16, Issue 12, 2012) focuses on the importance of engaging with children's voices in school settings in order to understand and deal with marginalization. Engaging with the views of children and young people is an essential part of the process of developing inclusion. It can be viewed as an approach to inclusive education, which predominantly places emphasis on the views of the learners, rather than on other organisational aspects within a school context.

1.4 Changing Practice in Education of Children with Disabilities : Segreagation, integration and inclusion

1.4.1 Changing Practice in Education of Children with special needs

Introduction of education of children with disabilities, in India, can be traced back to the dawn of 19th century. Special school services in the country were initiated mostly by foreign missionaries. The concept of inclusion has been finding its reference in many documents of nationalist education movements in the post independent period. The provision of better services to person with disabilities has been included in the Article 45 of the Indian Constitution. The Indian, Education Commission Report (1964-66), had recommended placement of the disabled child as far as possible in ordinary schools. The National Policy on Education (NPE, 1986) included a full chapter on Education of the handicapped and formulated guidelines for action. The NPE strongly emphasised the need for the expansion of 'integrated' education programme.

The centrally sponsored scheme of Integrated Education for Disabled Children (lEDC) was introduced in 1974 and later it was emphasised in the National Policy of Education (1986) as well as in the Programme of Action (1991). Therefore, efforts for inclusion were persistently made. Though these national documents emphasised the need for services for persons with disabilities, the actual implementation of activities for the disabled was not satisfactory in the past.

1.4.2 Segregation of Children with Special Needs

'Segregation' indicates that disabled children will only be treated separately. Some scholars believe that segregation is the best way to educate special child.

Segregated programs are designed and staffed by professionals that are trained to work with Child with Special Need (CWSN), which typically means they are better trained to teach special Child. Therapists are usually an integrated part of the system. However, there are downsides to segregation. Children that are segregated do not always have the challenge of learning with their peers, which can sometimes facilitate better learning and skills. Also, children that are segregated are not learning how to function in the community in hopes of becoming integrated into society. There are many educational environments that do not offer 'pure' segregated special education classes.

There are programs that combine inclusion and segregation, where the child might spend part of the day in a segregated program and the other part of the day in an inclusion program or s/he might spend the day in an inclusion program and receive remedial assistance and therapy. There may be different combinations of inclusive education.

1.4.3 Integration of Children with Special Needs

'Integration' is the beginning of inclusive education. No specific year could be cited for the Introduction of inclusive vis-a-vis integrated education in India. Special schools were adopting partial integration for disabled children at the secondary level in the beginning of 20th century itself. However, full-fledged integrated education programmes emerged only in the beginning of 1980s. Since 1980, the field has witnessed a phenomenal growth of integrated education.

Integrated education emerged out of compulsion rather than as an option in India. In the process of bringing more disabled children under the umbrella of educational services, integration was considered as the cost-effective aoproach and therefore, the general education system started accepting CWSN in general schools. The implementation of integrated education programme also addressed the needs of the high risk children who were suspected to be potential dropouts and therefore, retention of such children became high. With the success of integration in the past two decades, the country is now becoming ready for inclusive education. Inclusion aims at reinforcing better educational practices in the general school system which addresses the educational needs of all children.

Current Status of Integrated Education in India:

The centrally sponsored scheme of integrated education, initiated in 1974, had been implemented in all the States and Union Territories of the country. More number

of Government, institutions was intensively involved in integrated education in both the government and non-government organisations.

According to Mukhopadhyay and Mani (2000), "Across the disabilities, orthopedically disabled children are better identified than other disabilities at all levels of education. This factor also needs attention as the identification and assessment procedures yet to be developed to shift the focus on the actually deserving disabled children." The shore of disabled children in general schools is still much lower than the estimated number. The present coverage in integrated education is expected to be approximately 80.000 disabled children in over 18,000 schools. Integrated education concept has come to stay in the educational system in India and its full potential is yet to be explored.

1.4.4 Inclusion of Children with Special Needs

The country has been striving hard to provide education for all children since 2002. The direct and simple approach to answer the question whether children with special needs are being adequately covered and have benefitted from Education for All (EFA) would be to match the number of children in the related age group with that of children enrolled in schools including special schools, non-formal centres and / or open learning systems. Unfortunately, the data and information are neither collected in this manner nor the services made available presently at par with other children (Mukhopadhyay and Mani, 2000). Some of the related major acts and policies are discussed below:

Inclusion through the PWD Act, 1995:

The issue of the services for children with disabilities is treated as human resources development with the introduction of the Person with Disability (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. As a result, the service for children with disabilities is no more considered a welfare activity; rather it is treated as the right of the disabled child.

The main purpnse of the PWD Act is to define responsibilities of the Central, State and Local Governments with regard to service for disabled persons. The Act also ensured coverage of total life to disabled individuals so as to make full contribution in accordance with their disability conditions. Blindness, Low Vision, Leprosy-Cured, Hearing Impairment; Loco motor Disability, Mental Illness, and Mental Retardation are the seven disability conditions covered under the Act. As per the Act, the

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Governments shall ensure that suitable education should be provided till their age of 18. It also indicates that integrated education and special schools will have to be set up to meet the educational needs of the children with acute disabilities. Introduction of non-formal education, functional literacy schemes, provision of aids and appliances, education through open schools and universities etc., are also stressed in the Act. It also indicates that the Government should create adequate teacher training facilities to prepare teachers for special and integrated schools. Development of research on assistive devices is also envisaged in the Act. Many schemes are being evolved at the national and state levels to implement this Act. Therefore, the PWD Act 1995 is strongly encouraging inclusive education concepts wherever possible.

Role of the Rehabilitation Council of India (RCI) in Inclusion:

In 1932., the RCI Act was enacted in the Parliament. The Act was created by the then Ministry of Welfare (presently known as the Ministry of Social Justice and Empowerment) to regulate the manpower development programmes in the field of education of CWSN. Though RCI does not deal direccly with the promotion of services at the school level, it has projected the need for massive manpower development for facilitating education for all disabled children, The major responsibilities of the RCI are:

- To bring standardisation of training courses for rehabilitation professionals/ personnel dealing with people with disabilities;

- To prescribe minimum standards of education and training institutions in the field of rehabilitation uniformity throughout the country;

- To regulate these standards in all training institutions uniformly throughout the country;

- To recognise institutions running degree/ diploma/ certificate courses in the field of rehabilitation of the disabled and to withdraw recognition, whenever facilities are not satisfactory;

- To recognise foreign degree/ diploma/ certificate in the field of rehabilitation awarded by institutions on reciprocal basis;

- To maintain a Central Rehabilitation Register of persons possessing the recognised rehabilitation qualification;

- To collect information on regular basis, on education and training in the field

of rehabilitation of people 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.

Role of Special Schools and Inclusion:

Special school concept is still an accepted model of education for children with disabilities in India and it will continue to be so in the years to come. Presently there are about 3000 special schools addressing persons with different disabilities. It is estimated that there are 900 schools for hearing impaired, 400 schools for visually impaired, 1000 schools for mentally retarded and 700 for physically challenged children (by UNISED Report 1999). The exact number of special schools is not fully known as there are many NGOs who run those schools and are not yet included in the lists available. However, the responsibilities of special schools are likely to change in the future. Some of the desired changes are:

i.   They are expected to become resource centre to facilitate inclusive education.

ii. They are in a better position to serve children with multiple disabilities. In the growing concept of inclusion the special schools have a vital role to play. Through inclusion is open to everyone, experiences in India reveal that some children may not cope with the inclusive setting. Children with additional disabilities, orphans etc., need some alternative settings and special schools may help equip themselves to serve these children.

1.5 Diversity in Classroom : Learning Styles, Linguistic and Socio-Cultural Multiplicity.

1.5.1 Diversity in Normal Classroom

Now-a-days the increasing number of learners from diverse backgrounds entering into the elementary classrooms has reinforced the importance of making our schools more inclusive. With a greater variation in the talents, and social, cultural, economic and political backgrounds of the learners the elementary class-room in India has been facing a challenge to use this diversity construrtively in order to democratize the teaching-learning processes and practices, and achieve the larger goals of social

justice. In this context, the agenda of 'inclusive education' has gained importance. There has been a further impetus with the enactment of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. The implementation of this Act will be considered successful only if it addresses the issue of making the children of marginalized communities 'visible' within the four walls of the classroom. Many of these children, across the country come from socially disadvantaged backgrounds, such as Scheduled Caste and Scheduled Tribe communities; ethnic and religious minorities, economically weaker sections, children of these communities are enrolled in school, they face the danger of dropping out. Many of them live in extremely vulnerable socic-economic conditions and face a serious threat to their universal rights, such as a school education.

Inclusive schools are designed with a vision and principles that believe in the culture of rights, social justice and equity. It believes that all children are not the same, and accepts the diversity as strength rather than a problem. It believes in certain basic pedagogy that children learn in different ways, and relates success more with the learning of life and social skills than scoring high marks in examinations. The admission policy of such schools should accept children from a diverse community rather than reject on the ground of admission test scores or other physical, social and economic factors. Inclusive schools might follow flexible curricula that would respond to these diverse needs of children. The UNESCO Framework has again highlighted the need of child-centred pedagogy for addressing the educational needs of the disadvantaged and the disabled: "The challenge confronting the inclusive school is that of developing a child-centred pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities".

1.5.2 Diversity in Learners' Learning Style

Educators do not believe that all learners are the same. Yet, too often, educators continue to treat all learners alike while paying lip service to the' principle of diversity. Teachers know that students learn in different ways; the experience in the classroom confirms this every day. In addition, well-accepted theories and extensive research illustrate and document learning differences. Most educators can talk about learning differences, whether by the name of learning styles, cognitive styles, psychological type, or multiple intelligences. Learners bring their own individual approach, talents and interests to the learning situation.

The target of new inclusive schools is not that they are capable of providing

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quality education to all children; their establishment is a crucial step in helping to change discriminatory attitudes, in creating welcoming communities and in developing an inclusive society according to their respective ability and learning style (Framework for Action on Special Needs Education; UNESCO, 1994). Traditional schools mostly offer scope for the use of only two types of intelligences - linguistic and logical-mathematical. This approach itself, creates learning barriers for a large number of children particularly those belonging to the first generation learners, the disadvantaged and the disabled. Gardner (1993), on the other hand, has identified seven types of intelligences - (i) Linguistic or Verbal, (ii) Logical Mathematical, (iii) Spatial or Visual, (iv) Musical, (v) Kinaesthetic, (vi) Interpersonal and (vii) Intra-personal. Schools encouraging the identification and application of these intelligences would be able to remove unseen and internal barriers that child learning face in traditional schools. Inclusive schools use variety of innovative practices to get children involved and participating in diverged learning processes. Some of the inclusive strategies are:

- Whole class inclusive teaching;

- Group/cooperative/collaborative learning;

- Peer tutoring/child-to-child learning;

- Activity based learning;

- Team approach/problem solving;

- Equity in assessment/examinations.

Inclusion in Education and its .evolutlon in school system as a process-for removing barriers to access and success is a growing phenomenon. The strategies suggested above have been tried out in many schools across the countries and have, also conceptual and pedagogical backing. However, it is yet to be shaped into a reform movement or as a replacement of the traditional school system.

1.5.3 Diversity in Learners' Linguistic ability

Language is not merely a means of communication. Language, thinking and learning are inextricably linked. When children are forced to study through a language they cannot fully understand, especially in the school level, they face a serious learning disadvantage that can stunt their cognitive development and adversely affect their self-esteem and self-confidence for life. This is especially severe in rnarginalised

socio-economic situations where there is little exposure to the school language, outside the school. This gets further exacerbated when the children's culture, along with their language, is completely excluded from the classrooms.

India is pluri-lingual and pluri-ethnic country. The language situations in India are like a mosaic with a bewildering variety of speech patterns that get woven together in an 'organic pluralism'. It is usually difficult to attach language labels to the varied speech patterns that differ from place to place. There is little agreement on which languages be called 'languages' and which ones be categorised as 'dialects' and why. A significant proportion of the Indian population is multilingual-even if their repertoire of the other languages is limited; different languages are used in different domains of life; there are many 'contact' languages that are used in inter-group communication, which are often hybrids of other languages; there areconstant language shifts that are taking place; in most parts of the country. Language assimilation is taking place resulting in lncreaseo homogenisation, especially in many tribal ereas: there are several diglossic patterns among many communities, for example, parents using the regional language when speaking with their children, while using their ancestral language with their elders. Thus, like several other countries in South Asia, language use patterns are complex and difficult to capture and any attempt at documenting speech patterns is a complex exercise.

The education system in India has not been able to respond so far to the complex cultural and linguistic diversity in the country. language-in-education policies have attempted to provide some standardised solutions, though it needs further exploration in the Indian context.

1.5.4 Diversity in Learners' Socia-Cultural Multiplicity

Another, dimension of inclusive society is tolerance for and appreciation of cultural diversity. This includes societies that celebrate multiplicity and diverse expressions of identities. In the process of celebrating diversity there is a scope for recognition and affirmation of the differences between and among members of a society, which enables the society to move away from labelling, categorizing, and classifying people, towards more inclusive policies. Also, enabling a diversity of opinions provides the checks and balances crucial for the development of a society, while allowing for the greatest amount of diverse opinions to enter into every discourse.

We also know that an individual learner's culture, family background, and socio-

economic level affect her/his learning. The context in which someone grows and develops has an important impact on learning. These beliefs, principles and theories have an important impact on the opportunities for success for every student in our schools. The cultural clash often causes students to struggle in school, and yet their individual strengths, if valued, respected, and promoted, would bring them success and increase their self-confidence.

We know that culture and learning are connected in important ways. Early life experiences and the values of a person's culture affect both the expectations and the processes of learning. This is important because we need all the information we can get to help every learner succeed in school, and because a deep understanding of the learning process should provide a framework for curriculum and instructional decisions.

Education plays a critical role in this area, as it can provide opportunities to learn the history and culture of one's own and others, which might cultivate the understanding and appreciation of other communities, cultures and religions. Particularly for young people, education provides the opportunity to instil such values of respect and appreciation of socio-cultural multiplicity in achieving the broader goal of democracy.

1.6 Principles of Inclusive Education: Access, Equity, Relevance, Participation and Empowerment

1.6.1 Concept of Inclusive Education

Inclusion is seen as 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 content, appreaches, strucnrres- 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 educrtion is concerned with providing appropriate responses to the broad spectrum of learning needs in formal, informal and non-formal educational settings, rather than being a marglna] issue on how some learners can be integrated in mainstream education. It is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners. It aims towards enabling teachers and learners both to feel comfortable with

diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem. Inclusion emphasizes providing opportunities for equal participation of persons with disabilities (physical, social and/ or emotional) whenever possible into general education, but leaves open the possibility of personal choice and options for special assistance and facilities for those who need it.

In particular, four key elements have tended to feature strongly in the conceptualisation of inclusion in education. Those are as follows:

i. Inclusion is a 'process'. That is to say, inclusion in education has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learning how to learn from difference. In this way differences come to be seen more positively as a stimulus for fostering learning, amongst all children and adults.

ii. It is concerned with the 'identification and removal of barriers'. Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving of all learners.

iii. It is about the presence, participation and achievement of 'all students'. Here 'presence' is concerned with where children are educated, and how reliably and punctually they attend; 'participation' relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and 'achievement' is about the outcomes of learning across the curriculum, not merely test or examination results.

iv. It involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement'. This indicates the moral responsibility to ensure that those groups that are statistically most 'at risk' are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement in the education system.

1.6.2 Principles of Inclusive Education

The Social Good Summit (UN Foundations, 2014) defined that the aim of social integration is to create an inclusive society, in which every individual, each with rights and responsibilities, has an active role to play. But what makes some societies

more inclusive than others? What are the critical elements for creating and maintaining an inclusive society in practical terms?

An inclusive society is based on the fundamental value of human rights. If All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood." It is a society in which all members, regardless of their backgrounds, are able to motivate and to participate in civic, social, economic and political activities. For this to happen, legal, regulatory and policy frameworks must be inclusive, and uphold and promote just and inclusive processes in all areas of implementation, so that equal access to basic education, public space, facilities and information are ensured, and diversity and cultural pluralism are respected and accommodated.

As the pre-requisite, respect for all human rights, freedoms, and the rule of law, both at national and international levels, are fundamental. Every member of a society, no matter what his/her economic resources, political status, or social standing, must be treated equally under the law. Legal instruments ensure the guiding principles that will guarantee equity, justice and equal opportunities for all citizens. Violators of human rights should be brought to justice. The judiciary which serves to protect just societies must be impartial, accountable and inclusive. Maintaining the security of all individuals and their living environment is paramount in creating a feeling of inclusion and an atmosphere of participation in society. The major principles of Inclusive Education are given below:

1.6.2.1 Access:

In order to encourage all-inclusive participation, there must be universal access to public infrastructure and facilities (such as, education, community centres, recreational facilities, public libraries, resource centres, with internet facilities, well maintained public schools, clinics, water supplies, health and sanitations). These are the basic services which will create, when partly or fully put into place, conditions for people to have a sense of belonging by not suffering the painful consequence of being unable to afford them. As long as both the advantaged and disadvantaged have equal access to or benefit from these public facilities and services, they will all feel less burdened by their differences in socio-economic status, thus alleviating a possible sense of exclusion or frustration. It is important to note though, that access alone does not necessarily ensure use of public facilities, as unequal relations within communities and households may inhibit the use of facilities by vulnerable groups.

Addressing the unequal power relations is therefore a necessary step to increase participation.

Similarly, equal access to public information plays an important role in creating an inclusive society, as it will make popular participation possible with well-informed members of society. Information that pertains .to the society, such as what, a community owns, generates or benefits from, should be made available to all. Collective participation, through accepted representations of all classes and backgrounds, in the planning, implementation and evaluation of community activities should be sought after. Publication or information sharing and increasing the accessibility of the community's activities will eliminate doubts and suspicions which could otherwise create a sense of exclusion. The mass media can be used as an effective tool to educate and enlighten members of society.

1.6.2.2 Equity:

Equity in the distribution of wealth and resources is another critical element of inclusive society. How the resources are allocated and utilized will significantly affect the orientation of a society, either towards a more integrated, inclusive society, or an exclusive, polarized, and disintegrated one. Therefore, socio-economic policies should be geared up towards managing equitable distribution and equal opportunities. Inclusive policies, instructions and programs that are sensitive to and cater to the less advantaged and vulnerable need to be put in place in all areas/ sectors, including public health, and effectively implemented. There is a need for a strong monitoring and evaluation tools to demonstrate whether inclusiveness was actually achieved, as well as highlighted the areas for improvement.

1.6.2.3 Relevance:

Inclusion in education is concerned with the quality of education of all learners. Hence, its relevance should be in terms of:

- Learners should have a voice in decisions that affect them;

- In assessment - choosing different ways of showing what they know, understand and can do, being involved in discussions about assessment information and how it can support future learning;

- In the learning process -having different ways of accessing information, making it meaningful and expressing themselves;

- In planning their learning, taking personal factors into account;

- In the provision of support to overcome barriers to learning that does not stigmatise them or separate them from their peers;

- In curriculum - having a say in relevant, meaningful, personalised outcomes;

- In evaluating the learning outcomes to ensure educational achievement and well- being.

- All learners are entitled to be active participants in the life of the school and community;

- All learners should have a sense of belonging and feel secure in the school environment;

- Learners should have opportunities for collaboration and co-operative learning, with flexible peer groups to develop social and communication skills;

- Learners should take a full part in extracurricular and out-of-school activities;

In an inclusive set up, all.teachers should have positive attitudes and towards sllIeainers of diverged ability and socio-cultural backgrounds. They should see diversity as strength and stimulus for their own learning.

1.6.2.4 Participation:

Social participation is understood as the act of engaging in society's activities. It refers to the possibility to influence decisions and have access to decision-making processes. Social participation creates mutual trust among individuals, which forms the basis for shared responsibilities towards the community and society.

Participation is most significant as it denotes an active involvement in the process, not merely having access to society's activities, but engaging in them, and building and maintaining a social network. Participation also creates a sense of responsibility towards others, a community or an institution, and influences decisions or enables individuals to have access to the decision-making processes.

Therefore, resources to fully participate in all aspects of societal activities are the ultimate step for successful social inclusion. It is not only because of lack of

financial resources that people are unable to participate, or stop participating, but also because of conditions, such as insufficient time or energy, spatial distance, lack of recognition, lack of respect, physical conditions or constraints. These elements all need to be taken into consideration.

1.6.2.5 Empowerment:

According to a recent report for the World Bank Dlsability Group (2011), "Education is widelv seen as a means to develop human capital, to improve economic performance and to enhance individual capabilities and, chokes in order co enjoy freedoms of citizenship." Within this context, therefore, empowerment refers - "Acquiring the awareness and skills necessary to take charge of one's own life chances. It is about facilitating the ability of individuals (and.groups) to make their own decisions and, to a greater extent than hitherto, to shape their own destinies." Some educational theorists tie the concept to Freire's (1970) notion of "the collective struggle for a life without oppression and exploitation" and the expression of students' and teachers' 'voices' which can be emancipator in different levels. This is the understanding of empowerment embedded in these guidelines.

Social transformation requires self-formation. Curriculum can play an instrumental role in fostering tolerance and promoting human rights. It is the means by which respect for the dignity of persons .and awareness of responsibilities as national and global citizens are instilled in children. Such knowledge can be a powerful tool for transcending cultural, religious and other diversities and empowering teachers, students and all members of society. Furthermore, education is an important vehicle through which economically and socially marginalized adults and. children can be empowered to change their life chances, and obtaln the means to participate more ft!lly in their communities.

According to the -World Bank, "programs that expand the access of excluded groups to education have led to important shifts in mind-set among community members and government leaders regarding the contributions that those groups can make to society."

This is where change processes and empowerment go hand in hand to move towards inclusion for all learners.

Traditional Approach vs. Inclusive Approach:

A comparison between the traditional and inclusive approaches in education is given below:

Traditional Approach	Inclusive Approach
1. Education for some,	1. Education for all,
2. Static,	2. Flexible,
3. Collective teaching,	3. Individualistic teaching,
4. learning in segregated areas,	4. learning in integrated areas,
5. Emphasis on subject-oriented teaching,	5. Emphasis on child-centred learning,
6. Diagnostic/ prescriptive,	6. holistic
7. Opportunities limited by exclusion,	7. Equalisation of opportunities for all,
8. Disability View,	8. Curricular view,
9. Labels children disability wise.	9. Planning is made on ability levels and opposes all kinds of labelling of children.

1.7. Barriers to Inclusive Education: Attitudinal, Physical and Instructional

1.7.1 Barriers to Inclusive Education

The discussion on inclusive education started with proposition of the 'social model of disability', which proposes systemic barriers, negative attitudes and exclusion by society (deliberately or inadvertently) as the ultimate factors defining disability. This shift in the idea carne when it was realized that children in special schools were seen as geographically anti socially segregated from their peers and failure of meaningfully integrating students in mainstream.schools (integration). lnclusivc education is not only' limited to mainstreaming the lecrners with special needs but also concerned with identifying and overcoming all barriers to effective/continuous and quality participation in education.

While we cannot neglect the importance of inclusive education, it remains unanswered why the practice of inclusive education is presenting some problems. It appears that it is both at the level of Government policy, but rather at the level of implementation. While the policy states that all children should go to school - and

Governments are enforcing this rule - in many cases quality learning is not taking place, which is contradictory to the ethos of inclusive education. The reasons for the non-implementation of the inclusive education in India, is because of various barriers which according to Johan (2002) are both external and as well as internal. The external barriers are confronted before coming to and getting enrolled in schools, which includes physical location of schools, non-availability of school, social stigmatization or economic conditions of the learners. The internal barriers are mostly psychological barriers like self-concept, confidence etc. which are sometimes imposed by the external factors and first step to remove the internal barriers is to remove the external barriers. The following are some of the external barriers:

1.7.1.1 Attitudinal:

It has been noted that disabled students suffer from physical bullying, or emotional bullying. These negative attitudes results in social discrimination and thus, leads to isolation, which produces barriers to inclusion. Regarding disabled children some regions still maintain established beliefs that educating the disabled is pointless. It is sad to note here that these barriers are caused by our society, which is more serious to any particular medical impairment. The isolation which results from exclusion closes the doors of real learning.

The negative attitudes often develop due to lack of knowledge. Along with information about disability or condition, their requirements must be provided to peers, school staff and teachers as well. Increasing interactions between learners with special needs and community through organization of fairs, meetings, discussions etc. canplay very important' role to counsel the parents of these learners, especially in rural areas about the importance of providing education for developing self-reliant individuals. There is also a need to shift in perspectives and values so that diversity is appreciated and teachers are 'given skills to provide all children, including those with different learning needs with quality education. Also, at the policy level, it should be mandatory for all to educate about disability, so that a responsive individuals who respects disability could be developed.

1.7.1.2 Physical :

Along with the attitudinal barriers which are faced by the learners on the daily basis, another important barrier, is the physical barriers, which includes school buildings, playgrounds, washrooms, library, laboratory etc. Apart from this, the majprity.of schools are physically inaccessible to many learners because of poor

buildings, particularly in, rural areas. Since most schools are not equipped to respond to special needs poses blockage for learners in physically getting into school, many of the students require a personal assistant for such basic activities as taking personal care or remedial education efforts. Most school buildings don't respond to the requirement of these learners properly. For example, if there is a ramp, sometimes it is too steep, often the doors were too heavy for the student to open unaided which impedes the access.

Hence, it is important for implementing the inclusive education in schools, it is important to overcome such physical barriers. Along with basic changes in the architectural designs such as widening doorways, removing unnecessary doors, installing proper ramps, technology could be used in the form of motion sensors to open doors, flush toilets and automatic door buttons for easier access through doors. Voice recognition technology can also used for activating many of the above-mentioned barriers. Since, there is an inadequacy of resources available to meet the basic needs in education, it is estimated that for achieving the inclusive education goal will require additional financial support from the Governments.

1.7.1.3 Instructional :

The instructional barriers refer to the inadequacy of teaching and administrative practices carried out in ordinary schools that were chosen or are being chosen to become inclusive. The instructional barriers can be addressed by practicing the following principles: (i) Singularity - each student is unique; in this sense, the school needs to set individualized goals along with the student and/or her/his family; (ii) Multiple Intelligences - the teacher, when teaching the content of their respective discipline, needs to stimulate and use each student's entire brain; (iii) Learning style - the teacher, when planning their lessons, needs to focus on each student's learning peculiarities; (iv) learning evaluation the school needs to adopt the system based on selfhood (to compare the assessment of each student with other assessments of the same student, not of other students), on continuity (all-classes serve as evidence of learning) and on inclusiveness (assessments should help to include and not to exclude the student); (v) Coherence - the whole school needs to adopt inclusive attitudes: teachers and staff must undergo periodic training on inclusive education.

1.8 ''Check Your Progress'' 1 - 5

Check Your Progress - 1

1. Why is disability considered as a developmental issue of a society?

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2. Explain the significance of inclusive education.

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3. Define the concept of marginalization.

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4. Give an operational definition of inclusion.

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5. What are the important outcomes of inclusion of a society?

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Check Your Progress - 2

1. What do you mean by segregation?

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2. How the EFA programme is related with inclusive education?

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3. Explain the significance of PWD Act, 1995.

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4. State the major roles being undertaken by the RCI in developing inclusion in education.

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5. What do you mean by special school?

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Check Your Progress - 3

1. What do vou mean by diversity in classroom?

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2. State the significance of diversity in learners' learning style.

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3. Explain some major characteristics of diversity in learners' linguistic ability.

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4. What is meant by socio-cultural multiplicity in the classroom?

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Check Your Progress - 4

1. Explain the concept of 'inclusive education'.

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2. What are the basic principles of inclusive education?

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3. How access is related with inclusive education?

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4. State the importance of equity in inclusion.

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5. Explain the significance of relevance in inclusive education.

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6. How is participation related with social inclusion?

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7. Why is empowerment considered as a basic principle of inclusive education?

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Check Your Progress - 5

1. What do you mean by barriers to inclusive education?

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2. Explain the attitudinal barriers to inclusion.

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3. Discuss the physical barriers to inclusive education.

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4. What ts meant by instructional barriers to inclusive education?

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1.9 Let us Sum Up

For Implementing the inclusive education successfully, it is important that teachers must have positive. attitudes towards learners with diverged needs. But, because of lack of knowledge, education, uederstanding, or effort the teachers give inapropriate substitute work to the learners, which eventually leads to learners dissatisfaction and poor quality of learning. Another important feature of the schools is high teacher-student ratios (average 1:45) and where it is expected that learners of diverse abilities have to be taught together. At the first place, there is a scarcity of trained teachers to deal with the diversity and secondly, it is very wrong to assume to deal with 45 learners with diversity. Hence, it is important to reduce the teacher-learner's ratio in the classroom, which is only possible if we have more schools with trained teachers to deal with the diversity of learners. At present, training to teachers is fragmented, uncoordinated and inadequate taking place in a segregated manner, i.e. one for special children and another for students with general capabilities; both of them are preparing teachers for the segregated schools. However, there is also an effort by SCERT, DIETs in providing ongoing training programme, which are not adequate because of various reasons. Therefore, it is important that an inclusive teacher education programme must be designed which can foster proper skills among teachers.

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Unit - 2 ◻ Policies & Frameworks Facilitating Inclusive Education

Structure

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    2.6.6   National Policy for Persons with Disabilities (2006)

2.1 Introduction

The emphasis on Human Rights Education began in 1995 with the beginning of the UN Decade for Human Rights Education.In 1953 with the UNESCO Associated Schools Programserved as an "initial attempt to teach human rights in formal school settings". The first formal request for the need to educate students about human rights came about in UNESCO's 1974 article Recommendation. It was concerning about Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedoms. The participants of the International Congress on the Teaching of Humans Rights eventually met in 1978 to form a specific definition of what would be required application of the education in formal curricula. The aims at which the Congress agreed upon including the encouragement of tolerant attitudes with focus on respect, providing knowledge of human rights in the context of national and international dimensions as well as their implementations finally the develop the awareness of human the congress wanted to rights translating into reality whether social or political on national and international levels.

Human Rights Education became an official central concern internationally after the World Conference on Human Rights in 1993. This conference brought the issue of formal education to the top of many countries priority lists which was brought to the attention of the United Nations. It was two years later that the United Nations approved the Decade for Human Rights Education, which reformed the aims of application once again. Since the development of the UN Decade, the incorporation of human rights education into formal school curricula has been developed and diversified with the assistance of nongovernmental organizations, intergovernmental organizations, and individuals dedicated to spreading the topic through formal education.

Today the most influential document has been used to determine what qualifies as human rights and how to implement these ideas and rights into everyday's life in the Universal Declaration. This declaration was adopted by the General Assembly in 1948, making December 10th annual Human Rights Day ever since. To this day the 30 article compilation is seen as "a common standard of achievement for all peoples and all nations"

2.2 Objectives

✓ To gain an understanding regarding International declaration of inclusive Education

✓ To know about various International Conventions on Inclusive Education

✓ To understand different International Frameworks pertaining to Inclusive education

✓ To delineate national Commission & policies.

✓ To comprehend the various act and programmes reflecting inclusive

2.3 International Declarations:

2.3.1 Universal Declaration of Human Rights

The Universal Declaration of Human Rights (1948) was drafted by the UN Commission on Human Rights in 1947 and 1948. The Declaration was adopted by the United Nations General Assembly on 10th December 1948.

Amongst other human rights, this declaration enunciates certain fundamental human rights of every human being which are of special interest in the study of the ethics of circumcision. They are the rights to security of person, to freedom from torture and other cruel and unusual treatment, and to privacy. Motherhood and childhood have a right to special protection.

Preamble

Whereas recognition of the inherent dignity and of the equal and unalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if a man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and opression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human being and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore, The General Assembly proclaims this *Universal Declaration of Human Rights* as a common standard of achievement for all peoples and all nations. The every individual and every organ of society should keep this Declaration constantly in mind. The teaching and education promote the respect for these rights and freedoms by progressive measures in national and international to secure their universal and

effective recognition and observance. Both among the peoples of Member States themselves and among the peoples of territoriesare under the jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any /other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family,

home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 25

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

2.3.2 Word Declaration for Education for All (1990)

Over sixty years ago education was declared as a basic human right for every person, and enshrined in the Universal Declaration on Human Rights in 1948. Since then, it has been reaffirmed in the International Covenant on Economic, Social and Cultural Rights (1966), the Conventional on the Elimination of Discrimination Against Women (1979) and the Convention on the Rights of the Child (1989) among many other international human rights instruments.

In 1990, over 150 governments adopted the World Declaration on Education for All at Jomtien, Thailand to boost the efforts towards delivering the right to education. Ten years later, the World Education Forum in Dakar, Senegal reaffirmed this commitment and adopted the six goals of Education For All (EFA) that run to 2015:

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most disadvantaged and vulnerable children.

Goal 2: All children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to free, quality and compulsory primary education by 2015.

Goal 3: Ensuring the learning needs of all young people and adults who are met through equitable access to appropriate learning and life skills programmes

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

Goal 6: Improving every aspect of the quality of education, and ensuring their excellence so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

180 countries signed up to make these goals happen, committing to putting legal frameworks, policies and finance . Everyone has a right to get education in four corner that are available, accessible, acceptable and adaptable. The richest countries pledged to help make Education for All a reality by committing to principles of international cooperation towards those countries with fewer financial resources.

Commitment towards the right to education was also reflected in the UN Millennium Development Goals, set in 2000 with a deadline for achievement by 2015. There are eight Millennium Development Goals (MDGs)of which two are focussed on education:

Ensure that all boys and girls complete primary schooling by 2015

Eliminate gender disparities in primary education by 2005 and at all levels by 2015

But the progress has been painfully slow. In the period immediately after the

setting of both the MDGs and the six EFA goals, investments were made by governments committed to achieving these goals. Education budgets, both foreign and domestic increased, enabling the abolition of tuition fees for primary school in several countries and the development of improved national educational plans.

Averagely 8.9% of domestic budget is going to education in low income countries - rising to an average of over 10% in sub-Saharan Africa - States are still falling behind.

- Enrolment in primary school may have increased since 2000, but this has slowed towards the end of the 2000-2010 periods; worse, completion rates remain low, with 10 million children dropping out of primary school every year in sub-Saharan Africa alone.

- Millions of children who complete the education of primary schools do so with poor performance than expected levels of reading, writing and numeracy they receive poor quality of education when they are in schools and - where pupil-teacher ratio is quite unnatural in the very poorest areas.

- Women and girls remain at a huge disadvantage: although gender parity in primary enrolment is within reach, girls are still less likely to progress to secondary education - in the vast majority of African countries, this chance is less than 50% - and women make up almost two-thirds of the 796 million adults without basic skills.

- Another 1.8 million teachers are needed to achieve universal primary education by 2015.

2.4 International Conventions:

2.4.1 Convention against Discrimination (1990)

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 14th November to 15th December 1960, at its eleventh session,**Recalling** that the Universal Declaration of Human Rights asserts the principle of non-discrimination and proclaims that every person has the right to education, Considering that discrimination in education is a violation of rights enunciated in that Declaration,Considering that, under the terms of its Constitution, the United Nations Educational, Scientific and Cultural Organization has the purpose

of instituting collaboration among the nations with a view to furthering for all universal respect for human rights and equality of educational opportunity.

Recognizing that, consequently, the United Nations Educational, Scientific and Cultural Organization, while respecting the diversity of national educational systems, has the duty not only to prescribe any form of discrimination in education but also to promote equality of opportunity and treatment for all in education,

Having before It proposals concerning the different aspects of discrimination in education, constituting item 17.1.4 of the agenda of the session,

Having decided at its tenth session that this question should be made the subject of an international convention as well as of recommendations to Member States,

Adopts this Convention on the fourteenth day of December 1960.

Article 1

1. For the purposes of this Convention, the term 'discrimination' includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

  (a) Of depriving any person or group of persons of access to education of any type or at any level;

  (b) Of limiting any person or group of persons to education of an inferior standard;

  (c) Subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or

  (d) Of inflicting on any person or group of persons conditions which are incompatible with the dignity of man.

2. For the purposes of this Convention, the term 'education' refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given.

Article 2

When permitted in a State, the following situations shall not be deemed to constitute discrimination, within the meaning of Article 1 of this Convention:

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(a) The establishment or maintenance of separate educational systems or institutions for pupils of the two sexes offering equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study;

(b) The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provide to make like such standards as may be laid down or approved by the competent authorities, in particular for education of the same level;

(c) The establishment or maintenance of private educational institutions, if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level.

Article 3

In order to eliminate and prevent discrimination within the meaning of this Convention, the States Parties thereto undertake:

(a) To abrogate any statutory provisions and any administrative instructions and to discontinue any administrative practices which involve discrimination in education;

(b) To ensure, by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;

(c) Not to allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries ;

(d) Not to allow, in any form of assistance granted by the public authorities to educational institutions, any restrictions or preference based solely on the ground that pupils belong to a particular group;

(e) To give foreign nationals resident within their territory the same access to education as that given to their own nationals.

Article 4

The States Parties to this Convention undertake furthermore to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

(a) To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;

(b) To ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;

(c) To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;

(d) To provide training for the teaching profession without discrimination.

Article 5

1. The States Parties to this Convention agree that:

(a) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace;

(b) It is essential to respect the liberty of parents and, where applicable, of legal guardians, firstly to choose for their children institutions other than those maintained by the public authorities but conforming to such minimum educational standards as may be laid down or approved by the competent authorities and, secondly, to ensure in a manner consistent with the procedures followed in the State for the application of its legislation, the religious and moral education of the children in conformity with their own convictions; and

no person or group of persons should be compelled to receive religious instruction inconsistent with his or their convictions;

(c) It is essential to recognize the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and, depending on the educational policy of each State, the use or the teaching of their own language, provided however:

(i) That this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities, or which prejudices national sovereignty;

(ii) That the standard of education is not lower than the general standard laid down or approved by the competent authorities; and

(iii) That attendance at such schools is optional.

2. The States Parties to this Convention undertake to take all necessary measures to ensure the application of the principles enunciated in paragraph 1 of this Article.

Article 6

In the application of this Convention, the States Parties to it undertake to pay the greatest attention to any recommendations hereafter adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization defining the measures to be taken against the different forms of discrimination in education and for the purpose of ensuring equality of opportunity and treatment in education.

Article 7

The States Parties to this Convention shall in their periodic reports submitted to the General Conference of the United Nations Educational, Scientific and Cultural Organization on dates and in a manner to be determined by it, give information on the legislative and administrative provisions which they have adopted and other action which they have taken for the application of this Convention, including that taken for the formulation and the development of the national policy defined in Article 4 as well as the results achieved and the obstacles encountered in the application of that policy.

Article 8

Any dispute which may arise between any two or more States Parties to this Convention concerning the interpretation or application of this Convention, which is not settled by negotiation shall at the request of the parties to the dispute be referred, failing other means of settling the dispute, to the International Court of Justice for decision.

Article 9

Reservations to this Convention shall not be permitted.

Article 10

This Convention shall not have the effect of diminishing the rights which individuals or groups may enjoy by virtue of agreements concluded between two or more States, where such rights are not contrary to the letter or spirit of this Convention.

Article 11

This Convention is drawn up in English, French, Russian and Spanish, the four texts being equally authoritative.

Article 12

1. This Convention shall be subject to ratification or acceptance by States Members of the United Nations Educational, Scientific and Cultural Organization in accordance with their respective constitutional procedures.

2. The instruments of ratification or acceptance shall be deposited with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

Article 13

1. This Convention shall be open to accession by all States not Members of the United Nations Educational, Scientific and Cultural Organization which are invited to do so by the Executive Board of the Organization.

2. Accession shall be effected by the deposit of an instrument of accession with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

Article 14

This Convention shall enter into force, three months after the date of the deposit of the third instrument of ratification, acceptance or accession, but only with respect to

those States which have deposited their respective instruments on or before that date. It shall enter into force with respect to any other State three months after the deposit of its instrument of ratification, acceptance or accession.

Article 15

The States Parties to this Convention recognize that the Convention is applicable not only to their metropolitan territory but also to all non-self-governing, trust, colonial and other territories for the international relations of which they are responsible; they undertake to consult, if necessary, the governments or other competent authorities of these territories on or before ratification, acceptance or accession with a view to securing the application of the Convention to those territories, and to notify the Director-General of the United Nations Educational, Scientific and Cultural Organization of the territories to which it is accordingly applied, the notification to take effect three months after the date of its receipt.

Article 16

1. Each State Party to this Convention may denounce the Convention on its own behalf or on behalf of any territory for whose international relations it is responsible.

2. The denunciation shall be notified by an instrument in writing, deposited with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

3. The denunciation shall take effect twelve months after the receipt of the instrument of denunciation.

Article 17

The Director-General of the United Nations Educational, Scientific and Cultural Organization shall inform the States Members of the Organization, the States not members of the Organization which are referred to in Article 13, as well as the United Nations, of the deposit of all the instruments of ratification, acceptance and accession provided for in Articles 12 and 13, and of the notifications and denunciations provided for in Articles 15 and 16 respectively.

Article 18

1. This Convention may be revised by the General Conference of the United Nations Educational, Scientific and Cultural Organization. Any such revision

shall, however, bind only the States which shall become Parties to the revising convention.

2. If the General Conference should adopt a new convention revising this Convention in whole or in part, then, unless the new convention otherwise provides, this Convention shall cease to be open to ratification, acceptance or accession as from the date on which the new revising convention enters into force.

Article 19

In conformity with Article 102 of the Charter of the United Nations, this Convention shall be registered with the Secretariat of the United Nations at the request of the Director-General of the United Nations Educational, Scientific and Cultural Organization.

Done in Paris, this fifteenth day of December 1960, in two authentic copies bearing the signatures of the President of the eleventh session of the General Conference and of the Director-General of the United Nations Educational, Scientific and Cultural Organization, which shall be deposited in the archives of the United Nations Educational, Scientific and Cultural Organization, and certified true copies of which shall be delivered to all the States referred to in Articles 12 and 13 as well as to the United Nations.

2.4.2 Convention on Rights of Child (1989)

The General Assembly, Recalling its previous resolutions, especially resolutions 33/166 of 20th December 1978 and 43/112 of 8th December 1988, and those of the Commission on Human Rights and the Economic and Social Council related to the question of a convention on the rights of the child,

Taking note, in particular, of Commission on Human Rights resolution 1989/57 of 8th March 1989, by which the Commission decided to transmit the draft convention on the rights of the child, through the Economic and Social Council, to the General Assembly, and Economic and Social Council resolution 1989/79 of 24th May 1989,

Reaffirming that children's rights require special protection and call for continuous improvement of the situation of children all over the world, as well as for their development and education in conditions of peace and security,

Profoundly concerned that the situation of children in many parts of the world remains critical as a result of inadequate social conditions, natural disasters, armed

conflicts, exploitation, illiteracy, hunger and disability, and convinced that urgent and effective national and international action is called for,

Mindful of the important role of the United Nations Children's Fund and of that of the United Nations in promoting the well-being of children and their development,

Convinced that an international convention on the rights of the child, as a standard-setting accomplishment of the United Nations in the field of human rights, would make a positive contribution to protecting children's rights and ensuring their well-being,

Bearing in mind that 1989 marks the thirtieth anniversary of the Declaration of the Rights of the Child and the tenth anniversary of the International Year of the Child,

1. Expresses its appreciation to the Commission on Human Rights for having concluded the elaboration of the draft convention on the rights of the child;

2. Adopts and opens for signature, ratification and accession the Convention on the Rights of the Child contained in the annex to the present resolution;

3. Calls upon all Member States to consider signing and ratifying or acceding to the Convention as a matter of priority and expresses the hope that it will come into force at an early date;

4. Requests the Secretary-General to provide all the facilities and assistance necessary for dissemination of information on the Convention;

5. Invites United Nations agencies and organizations, as well as intergovernmental and non-governmental organizations, to intensify their efforts with a view to disseminating information on the Convention and to promoting its understanding;

6. Requests the Secretary-General to submit to the General Assembly at its forty-fifth session a report on the status of the Convention on the Rights of the Child;

7. Decides to consider the report of the Secretary-General at its forty-fifth session under an item entitled "Implementation of the Convention on the Rights of the Child".

2.4.3 United Nations Convention of Rights of Persons with Disabilities (UNCRPD) 2006

The Convention on the Rights of Persons with Disabilities is an international human rightstreaty of the United Nations intended to protect the rights and dignity of persons with disabilities. Parties to the Convention are required to promote, protect, and ensure the full enjoyment of human rights by persons with disabilities and ensure that they enjoy full equality under the law. The Convention has served as the major catalyst in the global movement from viewing persons with disabilities as objects of charity, medical treatment and social protection towards viewing them as full and equal members of society, with human rights. It is also the only UN human rights instrument with an explicit sustainable development dimension. The Convention was the first human rights treaty of the third millennium.

The text was adopted by the United Nations General Assembly on 13 December 2006, and opened for signature on 30 March 2007. Following ratification by the 20th party, it came into force on 3 May 2008. As of February 2016, it has 160 signatories and 162 parties, including 161 states and the European Union (which ratified it on 23 December 2010 to the extent responsibilities of the member states were transferred to the European Union). In December 2012, a vote in the United States Senate fell six votes short of the two-thirds majority required for ratification.[4] The Convention is monitored by the Committee on the Rights of Persons with Disabilities.

History

1981 to 1992 was the UN "Decade of Disabled Persons". In 1987, a global meeting of experts to review progress recommended that the UN General Assembly should draft an international convention on the elimination of discrimination against persons with disabilities. Draft convention outlines were proposed by Italy and subsequently Sweden, but no consensus was reached. Many government representatives argued that existing human rights documents were sufficient. Instead, non-compulsory "Standard Rules on the Equalization of Opportunities for Persons with Disabilities" were adopted by the General Assembly in 1993. In 2000, leaders of five international disability NGOs issued a declaration, calling on all governments to support a Convention. In 2001, the General Assembly, following a proposal by Mexico, established an Ad Hoc Committee to consider proposals for a comprehensive and integral convention to promote and protect the rights and dignity of persons with disabilities, based on a holistic approach.[5] Disability rights organizations, including the International Disability Alliance as coordinator of an ad hoc International Disability

Caucus, participated actively in the drafting process, in particular seeking a role for disabled people and their organizations in the implementation and monitoring of what became the Convention.

Mexico initiated negotiations, with active support from GRULAC (the Latin American regional group). When support for a Convention was foundering in 2002 due to WEOG opposition, New Zealand played a pivotal role in achieving cross-regional momentum. Acting as facilitator from 2002-03, New Zealand eventually assumed the formal role of Chair of Ad Hoc Committee and led negotiations to a consensus agreement in August 2006, working closely with other Bureau members Jordan, Costa Rica, the Czech Republic, and South Africa, as well as Korea and Mexico. The Convention became one of the most quickly supported human rights instruments in history, with strong support from all regional groups. 160 States have signed the Convention upon its opening in 2007 and 126 States ratified the Convention within its first five years. In recognition of its role in creating the Convention, as well as the quality of New Zealand's landmark national Disability Strategy, Governor-General of New ZealandAnandSatyanand received the 2008 World Disability Award on behalf of the nation.

Summary

The Convention follows the civil law tradition, with a preamble, in which the principle that "all human rights are universal, indivisible, interdependent and interrelated" of Vienna Declaration and Programme of Action is cited, followed by 50 articles. Unlike many UN covenants and conventions, it is not formally divided into parts.

Article 1 defines the purpose of the Convention:

> 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

Articles 2 and 3 provide definitions and general principles including communication, reasonable accommodation and universal design.

Articles 4-32 define the rights of persons with disabilities and the obligations of states parties towards them. Many of these mirror rights affirmed in other UN conventions such as the International Covenant on Civil and Political Rights, International Covenant on Economic, Social and Cultural Rights or the Convention Against Torture, but with specific obligations ensuring that they can be fully realised

by persons with disabilities.

Rights specific to this convention include the rights to accessibility including the information technology, the rights to live independently and be included in the community (Article 19), to personal mobility (article 20), habilitation and rehabilitation (Article 26), and to participation in political and public life, and cultural life, recreation and sport (Articles 29 and 30).

In addition, parties to the Convention must raise awareness of the human rights of persons with disabilities (Article 8), and ensure access to roads, buildings, and information (Article 9).

Articles 33-39 govern reporting and monitoring of the convention by national human rights institutions (Article 33) and Committee on the Rights of Persons with Disabilities (Article 34).

Articles 40-50 govern ratification, entry into force, and amendment of the Convention. **Article 49** also requires that the Convention be available in accessible formats.

Core provisions

Guiding principles of the Convention

There are eight guiding principles that underlie the Convention:

1. Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons

2. Non-discrimination

3. Full and effective participation and inclusion in society

4. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity

5. Equality of opportunity

6. Accessibility

7. Equality between men and women

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

Definition of disability

The Convention adopts a social model of disability, and defines disability as

including 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.

Principle of "reasonable accommodation"

The Convention defines "reasonable accommodation" to be "necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms" at the Article 2 and demands this all aspects of life including inclusive education.

Prevention of discrimination

The Article 8 of Convention stresses the awareness raising to foster respect for the rights and dignity against discrimination:

1. To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities.

2. To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life.

3. To promote awareness of the capacities and contributions of persons with disabilities.

4. Initiating and maintaining effective public awareness campaigns designed: (i) to nurture receptiveness to the rights of persons with disabilities. (ii) to promote positive perceptions and greater social awareness towards persons with disabilities. (iii) to promote recognition of the skills, merits and abilities of persons with disabilities, and of their contributions to workplace and the labour market.

5. Encouraging all organs of the mass media to portray persons with disabilities in a manner consistent with the purpose of the present Convention.

6. Promoting awareness-training programmes regarding persons with disabilities and the rights of persons with disabilities.

Accessibility

The Convention stresses that persons with disabilities should be able to live

independently and participate fully in all aspects of life. To this end, States Parties should take appropriate measures to ensure that persons with disabilities have access, to the physical environment, to transportation, to information and communications technology, and to other facilities and services open or provided to the public. accessibility can be grouped into three main groups. 1. physical accessibility 2. service accessibility 3. accessibility to communication and information.

Situations of risk and humanitarian emergency

Article 11 of the Convention affirms that States Parties shall take, in accordance with their obligations under international law, including international humanitarian law and international human rights law, all necessary measures to ensure the protection and safety of persons with disabilities in situations of armed conflict, humanitarian emergencies and the occurrence of natural disaster.

Recognition before the law and legal capacity

Article 12 of the Convention affirms the equal recognition before law and legal capacity of the persons with disabilities.

States Parties should:

1. reaffirm that persons with disabilities have the right to recognition everywhere as a person before the law.

2. recognize that persons with disabilities enjoy legal capacity on an equal basis with others in all aspects of life.

3. take appropriate measures to provide access by persons with disabilities to the support they may require in exercising their legal capacity.

4. ensure that all measures that relate to the exercise of legal capacity provide for appropriate and effective safeguards to prevent abuse in accordance with international human rights law. Such safeguards shall ensure that measures relating to the exercise of legal capacity respect the rights, will and preferences of the person, are free of conflict of interest and undue influence, are proportional and tailored to the person's circumstance, apply for the shortest time possible and are subject to regular review by a competent, independent and impartial authority or judicial body. The safeguards shall be proportional to the degree to which such measures affect the person's rights and interests.

Access to justice

Article 13 of the Convention affirms the effective access to justice for persons with disabilities, stating that:

1. States parties shall ensure effective access to justice for persons with disabilities on an equal basis with others, including through the provision of procedural and age-appropriate accommodations, in order to facilitate their effective role as a direct and indirect participants, including as witnesses, in all legal proceeding, including at investigative and other preliminary stages.

2. In order to help to ensure effective access to justice for persons with disabilities, states Parties shall promote appropriate training for those working in the field of administration of justice, including police and prison staff. This Article together with the Article 12 are cited by the "Handbook on prisoners with special needs"[7] by United Nations Office on Drugs and Crime.

Right to education

The Convention states that persons with disabilities should be guaranteed the right to inclusive education at all levels, regardless of age, without discrimination and on the basis of equal opportunity.

States Parties should ensure that:

1. children with disabilities are not excluded from free and compulsory primary education, or from secondary education;

2. adults with disabilities have access to general tertiary education, vocational training, adult education and lifelong learning;

3. persons with disabilities receive the necessary support, within the general education system, to facilitate their effective education; and

4. effective individualized support measures are put in place to maximize academic and social development.

States Parties should take appropriate measures, such as:

1. endorsing 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;

2. supporting the learning of sign language and promoting the linguistic identity

of the deaf community;

3. advocating that education of persons, particularly children, who are blind and/or deaf, is delivered in the most appropriate languages and means of communication for the individual; and

4. employing teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train education professionals and staff about disability awareness, use of augmentative and alternative modes and formats of communication, and educational techniques and materials to support persons with disabilities.

Right to health

Article 25 specifies that "persons with disabilities have the right to the enjoyment of the highest attainable standard of health without discrimination on the basis of disability."[8]

Protecting the integrity of the person

Article 17 of the Convention states that every person with disabilities has a right to respect for his or her physical and mental integrity on an equal basis with others.

Respect for the family

Article 23 of the Convention prohibits compulsory sterilization of disabled persons[9] and guarantees their right to adopt children.

Habilitation and rehabilitation

Article 26 of the Convention affirms that "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:

1. Begin at the earliest possible stage, and are based on the multidisciplinary assessment of individual needs and strengths;

2. 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.

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

4. 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.

Participation rights

The Convention on the Right of Persons with Disabilities recognised that "that 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" and that "persons with disabilities continue to face barriers in their participation as equal members of society."

The Convention makes participation of the disabled one of its principles, stating "The principles of the present Convention shall be:...Full and effective participation and inclusion in society", subsequently enshrining the right of disabled to participate fully and equally in the community, education, all aspect of life (in the context of habilitation and rehabilitation), political and public life, cultural life, leisure and sports.[10]

States Parties should take appropriate measure such as:

1. To enables persons with disabilities to have the opportunity to develop and utilize their creative, artistic and intellectual potential, not only for their own benefit, but also for the enrichment of society.

2. In accordance with international law, to ensure that law protecting intellectual property rights do not constitute an unreasonable or discriminatory barrier to access by persons with disabilities to cultural materials.

3. So that persons with disabilities should be entitled, on an equal basis with others, to recognition and support of their specific cultural and linguistic identity, including sign languages and deaf culture.

Work and employment

Article 27 requires that States Parties recognize the right of persons with disabilities to work, on an equal basis of others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work

environment that is open, inclusive and accessible to persons with disabilities. And that States Parties shall safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps, including through legislation, to inter alia:

1. Prohibit discrimination on the basis of disability with regard to all matters concerning all forms of employment, continuance of employment, career advancement and safe and healthy working conditions;

2. Protect the rights of persons with disabilities, on an equal basis with others, to just and favourable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances;

3. Ensure that persons with disabilities are able to exercise their labour and trade union rights on an equal basis with others;

4. Enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training;

5. Promote employment opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining and returning to employment;

6. Promote opportunities for self-employment, entrepreneurship, the development of cooperative and starting one's own business.

7. Ensure that reasonable accommodation is provided to persons with disabilities in the workplace.

8. Promote the acquisition by persons with disabilities of work experience in the open labour market.

9. Promote vocational and professional rehabilitation, job retention and return-to-work programmes for persons with disabilities.

States Parties shall ensure that persons with disabilities are not held in slavery or in servitude, and are protected, on an equal basis with others, from forces or compulsory labour.

Adequate standard of living and social protection

Article 28 requires that States Parties recognize the right of persons with

disabilities to an adequate standard of living for themselves and their families, including adequate food, clothing and housing, and to the continuous improvement of living conditions, and shall take appropriate steps to safeguard and promote the realization of this rights without discrimination on the basis of disability.

States Parties recognize the right of persons with disabilities to social protection and to the enjoyment of that rights without discrimination on the basis of disability, and shall take appropriate steps to safeguard and promote the realization of the rights, including measures;

1. To ensure equal access by persons with disabilities to clean water service, and to ensure access to appropriate and affordable service, device and other assistance for disability-related needs.

2. To ensure access by persons with disabilities, in particular women and girls with disabilities and older persons with disabilities, to social protection programmes and poverty reduction programmes.

3. To ensure access by persons with disabilities and their families living in situations of poverty to assistance from the State with disability-related expenses, including adequate training, counselling, financial assistance and respite care.

4. To ensure access by persons with disabilities to public housingprogrammes.

5. To ensure equal access by persons with disabilities to retirement benefits and programmes.

Right to vote

Article 29 requires that all Contracting States protect "the right of persons with disabilities to vote by secret ballot in elections and public referendums". According to this provision, each Contracting State should provide for voting equipment which would enable disabled voters to vote independently and secretly. Some democracies, e.g., the US, Japan, Netherlands, Slovenia, Albania or India allow disabled voters to use electronic voting machines or electronic aides which help disabled voters to fill the paper ballot. In others, among them Azerbaijan, Kosovo, Canada, Ghana, United Kingdom, and most of African and Asian countries, visually impaired voters can use ballots in Braille or paper ballot templates. Many of these and also some other democracies, Chile for example, use adjustable desks so that voters on wheelchairs can approach them. Some democracies only allow another person to cast a ballot for

the blind or disabled voter. Such arrangement, however, does not assure secrecy of the ballot.

Article 29 also requires that Contracting States ensure "that voting procedures, facilities and materials are appropriate, accessible and easy to understand and use." In some democracies, i.e. Sweden and the US, all the polling places already are fully accessible for disabled voters.

Reservations

A number of parties have made reservations and interpretative declarations to their application of the Convention.

Australia does not consider itself bound to stop forcibly medicating those labeled mentally ill when it is considered a last resort.

El Salvador accepts the Convention to the extent that it is compatible with its constitution.

Malta interprets the right to health in Article 25 of the Convention as not implying any right to abortion. It also reserves the right to continue to apply its own election laws around accessibility and assistance.

Mauritius does not consider itself bound by the Article 11 obligation to take all necessary measures to protect people with disabilities during natural disasters, armed conflict or humanitarian emergencies, unless permitted by domestic legislation.

The Netherlands interprets the right to life in Article 10 within the framework of its domestic laws. It also interprets Article 25(f), which bars the discriminatory denial of health care, as permitting a person to refuse medical treatment, including food or fluids.

Poland interprets Articles 23 and 25 as not conferring any right to abortion.

The United Kingdom has reservations relating to the right to education, immigration, service in the armed forces and an aspect of social security law.

2.5 International Framework:

2.5.1 Salamanca framework

More than 300 participants representing 92 governments and 25 international organizations met in Salamanca in 1994 to further the objective of Education for All

by considering the fundamental policy shifts required to promote the approach of inclusive education, namely enabling schools to serve all children, particularly those with special educational needs. Organized by the Government of Spain in co-operation with UNESCO, the Conference brought together senior education officials, administrators, policy-makers and specialists, as well as representatives of the United Nations and the Specialized Agencies, other international governmental organizations, non-governmental organizations and donor agencies. The Conference adopted the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action. These documents are informed by the principle of inclusion, by recognition of the need to work towards "schools for all" - institutions which include everybody, celebrate differences, support learning, and respond to individual needs. As such, they constitute an important contribution to the agenda for achieving Education for All and for making schools educationally more effective.

This Framework for Action on Special Needs Education was adopted by the World Conference on Special Needs Education organized by the Government of Spain in co-operation with UNESCO and held in Salamanca from 7 to 10 June 1994. Its purpose is to inform policy and guide action by governments, international organizations, national aid agencies, nongovernmental organizations and other bodies in implementing the Salamanca Statement on Principles, Policy and Practice in Special Needs Education. The Framework draws extensively upon the national experience of the participating countries as well as upon resolutions, recommendations and publications of the United Nations system and other intergovernmental organizations, especially the Standard Rules on the Equalization of Opportunities for Persons with Disabilities'. It also takes account of the proposals, guidelines and recommendations arising from the five regional seminars held to prepare the World Conference.

The right of every child to an education is proclaimed in the Universal Declaration of Human Rights and was forcefully reaffirmed by the World Declaration on Education for All. Every person with a disability has a right to express their wishes with regard to their education, as far as this can be ascertainedParentshave an inherent right to be consultedon the form of education best suited to the needs, circumstances and aspiration so far their children.

The guiding principle that informs this Framework is that Schoolsshould accommodate all children regardless so f theirphysical, intellectual, social, emotional, linguistic or otherconditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from

linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups. These conditions create a rangeof different challengesto schoolsystems.In the contextof thisFramework, the term 'special educational needs' refers to allthose children and youth whose needs arise from disabilities orlearning difficulties. Many children experience learningdifficulties and thus have special educational needs at sometime during their schooling. Schools have to find ways ofsuccessfully educating all children, including those who haveserious disadvantagesand disabilities. There is an emergingconsensusthat children and youth with special educationalneedsshouldbe includedin the educational arrangements for the majority of children. This has led to the concept of the inclusive school. The challenge confronting the inclusiveschool is that of developing a child-cantered pedagogy capableof successfully educating all children, including those whohave serious disadvantages and disabilities. The merit of suchschools is not only that they are capable of providing qualityeducationto all children; their establishments a crucial stepinhelping to change discriminatory attitudes, in creatingwelcoming communities and in developing an inclusivesociety. A change in social perspective is imperative. For fartoo long, the problems of people with disabilities have beencompounded by a disabling society that has focused upon their impairments rather than their potential.Special needs education incorporates theroven principles ofsound pedagogy from which all children may benefit. Itmust accordingly be adapted to the needs of the child ratherthan the child fitted to preordained assumptions regarding thepace and nature of the learning process. A child-centredpedagogyis beneficial to all studentsand, as a consequence,society as a whole. Experience has demonstrated that it can substantially reduce the drop-out and repetition that are so much a part of many education systems while ensuring higheraverage levels of achievement. A child-centred pedagogy canhelp to avoid the waste of resources and the shattering of hopesthat is all too frequently a consequence of poor qualityinstruction and a 'one size fits all' mentality towards education.Child-centred schools are, moreover, the training ground for a people-oriented society that respects both the differences and the dignity of all human beings.This Framework for Action comprises the following sections:

I.   New thinking in special needs education

II. Guidelines for action at the national level

A.   Policy and organization

B.   School factors

C. Recruitment and training of educational personnel

D. External support services

E. Priority areas

F. Community perspectives

G. Resource requirements

III. Guidelines for action at the regional and international level.

2.5.2 Biwako Millennium Framework of Action 2002

In May 2002, ESCAP adopted the resolution "Promoting an inclusive, barrier-free and rights based society for people with disabilities in the Asian and Pacific regions in the 21st century". The resolution also proclaimed the extension of the Asian and Pacific Decade of Disabled Persons 1993-2002, for another decade, 2003-2012.

In October 2002, Governments at the High-level Intergovernmental Meeting to Conclude the Asian and Pacific Decade of Disabled Persons 1993-2002, adopted the "Biwako Millennium Framework for Action towards an Inclusive, Barrier-free and Rights-based Society for Persons with Disabilities in Asia and the Pacific" as the regional policy guideline for the new decade. The "Biwako Millennium Framework" outlines issues, action plans and strategies towards an inclusive, barrierfree and rights-based society for persons with disabilities. To achieve the goal, the framework identifies seven priority areas for action, in which critical issues, targets with specific timeframe and actions are specified. In all, 21 targets and 17 strategies supporting the achievement of all the targets are identified. The new decade (2003-2012) will ensure the paradigm shift from a charity-based approach to a rights-based approach to protect the civil, cultural, economic, political and social rights of persons with disabilities. To pursue the targets and strategies, consultations with and involvement of civil societies, inter alia, self-help organizations and concerned NGOs are essential.

The following summarizes the seven priority areas for action, the targets, strategies, timeframe and supporting/monitoring mechanisms.

(1) Self-help organizations of persons with disabilities and related family and parent associations.

(2) Women with disabilities.

(3) Early detection, early intervention and education.

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(4)   Training and employment, including self-employment.

(5)   Access to build environment and public transport.

(6)   Access to information and communications, including information, communication and assertive technologies.

(7)   Poverty alleviation through social security and livelihood programmes.

(8)   Highlights of item (5): Access to build environment and public transport.

Inaccessibility to the built environment, including public transport systems, is still the major barrier forpersons with disabilities. This problem will only be exacerbated, as the number of older people withdisabilities increases in the region. Universal design approaches benefit all people in society, includingolder persons, pregnant women and parents with young children. Its economic benefits have been legitimized, yet substantive initiatives at policy level have not been taken. Three targets are set to improvethe situation: The Government should adopt and enforce accessibility standards for planning of publicfacilities, infrastructure and transport, including those in rural/ agricultural contexts. Existing public transport systems and all new and renovated public transport systems should be made accessible as soon as practicable.

All international and regional funding agencies for infrastructure development should include universal and inclusive design concepts in their loan/grant award criteria.

2.6 National Commissions & Policies

2.6.1. Kothari Commission (1964)

Indian Education Commission (1964-1966), popularly known as Kothari Commission, was an adhoc commission set up by the Government of India to examine all aspects of the educational sector in India, to evolve a general pattern of education and to advise guidelines and policies for the development of education in India. It was formed on 14 July 1964 under the chairmanship of Daulat Singh Kothari, then chairman of the University Grants Commission. The terms of reference of the commission was to formulate the general principles and guidelines for the development of education from primary level to the highest and advise the government on a standardized national pattern of education in India. However, the medical and legal studies were excluded from the purview of the commission. The tenancy of the

commission was from 1964 to 1966 and the report was submitted by the commission on 29 June 1966.

The four main themes of the commission were:

1. Increase in Productivity

2. Promoting social and National Integration

3. Education and Modernization

4. Developing social, moral and spiritual values

Main recommendations

One of the main recommendations of the commission was the standardization of educational system on 10+2+3 pattern, across the country. It advised that the pre-primary education which had different names such as kindergarten, Montessori and pre-basic should be renamed as pre-primary and the primary education (renamed as lower primary) to be up to the 4th standard. It further classified the schooling as upper primary or higher primary and high school (up to standard X). The under graduate education was identified as XI and XII standards under the name, higher secondary or pre university. The graduate studies were recommended to be standardized as a three-year course. The educational system up to master's degree was categorized as first (primary education), second (secondary education up to XII) and third levels of education (higher studies).

The commission recommended that a common public education system should be introduced and the it should be vocationalzed in general and special streams by introducing work experience as a part of education. It further stressed on the need to make work experience and social/national service as an integral part of education. Specializations of subjects were advised to be started from higher secondary levels.

The days of instruction were recommended to be increased to 234 for schools and 216 for colleges and the working hours to be fixed at not less than 1000 hours per academic year, preferably higher at 1100 or 1200 hours. It also advised for reduction of national holidays. Linking of colleges to a number of schools in the neighbourhood, utilization of school facilities 8 hours a day all through the year, establishment of book banks, identification of talents and provision of scholarships, setting up of day study and residential facilities and opportunities for students to earn while studying were some of the other recommendations of the commission. It also emphasized on free education up to and including lower secondary level of education.

Commission laid stress on women education and advised setting up of state and central level committees for overseeing women education. It suggested establishing schools and hostels for women and urged to identify ways to find job opportunities for women in the educational sector.[9] Focusing on equalization of opportunities to all irrespective of caste, religion and gender and to achieve social and national integration, the schools were advised to provide education to backward classes on a priority basis and the minimum level of enrolment at a secondary school were advised to be not less than 360 every year. Two sets of curricula were prescribed, one at state level and one at the national level and the schools were recommended to experiment with the curriculum. It also proposed that three or four text books to be prescribed for each subject and moral and religious education be made a part of the curriculum. The curriculum prescribed by the commission was:

Lower primary level (1 to 4)

- One language (regional)
- Mathematical studies
- Environmental studies
- Creative studies
- Health studies
- Work experience

Higher primary level (5 to 8)

- Two languages (one regional and one national) and preferably a third language
- Mathematical studies
- Science studies
- Social studies
- Art
- Physical education
- Work experience
- Moral studies

Lower secondary level (IX and X)

- Three languages
- Mathematical studies

- Science studies
- Social studies
- Art
- Physical education
- Work experience
- Moral studies

Higher secondary level (XI and XII)

- Two languages (one modern Indian language and one classical or foreign language)
- Any three subjects from (a) one additional language, (b) History (c) Economics (d) Logic (e) geography (f) psychology (g) sociology (h) art (i) physics (j) chemistry (k) mathematics (l) biology (m) geology (n) home science
- Art
- Physical education
- Work experience
- Moral studies

It also recommended the establishment of guidance and counsellingcentres and a new approach in the evaluation of student performances. The commission suggested the neighbourhood school system without social or religious segregation and a school complex system integrating primary and secondary levels of education. It put forward the suggestion that state and national boards of examination be set up and state level evaluation machinery be put in place.

The commission recommended the establishment of Indian Education Service, along the lines of Indian Administrative Service, to bring in professional management to education sector. It proposed standardization and revision of the pay scales of the teaching, non-teaching and administrative staff and prescribed minimum pay levels based on their locations. It also advised standardization of pay scales working under different managements such as government, private and local bodies. The minimum scale was suggested to be in the ratio of 1:2:3 for teachers in the primary, secondary and higher levels of educational sector. Another proposal was for the establishment of amachinery for continuous on job training of the teaching staff and for efforts to raise the status of the teachers to attract talents into the profession. It urged laws to

be passed to legalize the educational standards and the educational expenditure to be raised from the then level of 2.9 percent of the GDP to 6 percent, to be achieved by the fiscal year, 1985-86. A significant suggestion was the issuance of a National Policy on Education by the Government of India which should serve as a guideline for the state and local bodies in the design and implementation of their educational plans.

2.6.2 National Education Policy 1968

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated in 1968 by the government of Prime MinisterIndira Gandhi, and the second by Prime Minister Rajiv Gandhi in 1986.

Since the nation's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. MaulanaAbulKalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system. The Union government established the University Education Commission (1948-1949) and the Secondary Education Commission (1952-1953) to develop proposals to modernize India's education system. The Resolution on Scientific Policy was adopted by the government of Jawaharlal Nehru, India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organisation that would advise both the Union and state governments on formulating and implementing education policies.

Based on the report and recommendations of the Education Commission (1964-1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and equalize educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India, and the better training and qualification of teachers. The policy called for focus on learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi, the national

language. Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income. As of 2013, the NPE 1968 has moved location on the national website.

2.6.3 National Policy on Education 1986

Having announced that a new policy was in development in January, 1985, the government of Prime Minister Rajiv Gandhi introduced a new National Policy on Education in May, 1986. The new policy called for "special emphasis on the removal of disparities and to equalise educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve these, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a "child-centred approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the Open University system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the "rural university" model, based on the philosophy of Indian leader Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India.

2.6.4 Revised National Policy on Education 1992

The 1986 National Policy on Education was modified in 1992 by the P.V. NarasimhaRao government. In 2005, Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government. Programme of Action (PoA), 1992 under the National Policy on Education (NPE), 1986 envisaged conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three - Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions - with an option to join AIEEE). This takes care of varying admission standards in these programmes and

helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.The National Policy on Education-1986 was modified in 1992. It is a comprehensive frame work to guide the development of education in the country. The principles included in the NPE-1968 are also included in the new policy with some modifications.

Modifications and Additions

● The new education policy will give emphasis on retention of children in the schools at primary level. The cause of the drop out of the children from the school should be strategically handled by making plans. The network of Non-Formal education in the country to be introduced and also the education should be made compulsory up to the age of 14.

● Greater attention should be given to the backward classes, physically challenged and minority child for their development in education.

● Major emphasis will be laid on women's education to overcome the poor rate of illiteracy among female. They will be given priority in various educational institutes and special provisions will be made available for them in vocational, technical and professional education.

● Institutions will be provided with resources like infrastructure, computers, libraries. Accommodation for students will be made available especially for girls students. Teachers will have the rights to teach, learn and research.

● The Central Advisory Board of Education will play an important role in reviewing educational development and also to determine the changes required to improve the education in the country.

● State government may establish State Advisory Board of Education to look after the state's progress in education.

● Non-government organizations will be encouraged to facilitate the education in the country. At the same time steps will be taken to prevent establishment of institutions for commercialization of education.

2.6.5 National Curriculum Framework 2005

The National Curriculum Framework (NCF 2005) is one of 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 the framework for making syllabi, textbooks and teaching practices within the school education programmes in India. The NCF 2005 document 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 21 National Focus Group Position Papers have been developed under the aegis of NCF-2005. The state of art position papers provided inputs for formulation of NCF-2005. The document and its offshoot textbooks have come under different forms of reviews in the press.

Its draft document came under the criticism from the Central Advisory Board of Education (CABE). In February 2008 the director Krishna Kumar in an interview also discussed the challenges that are faced by the document. The approach and recommendations of NCF-2005 are for the entire educational system. A number of its recommendations, for example, focus on rural schools. The syllabus and textbooks based on it are being used by all the CBSE schools, but NCF-based material is also being used in many State schools.

NCF 2005 has been translated into 22 languages and has influenced the syllabi in 17 States. The NCERT gave a grant of Rs.10 lakh to each State to promote NCF in the language of the State and to compare its current syllabus with the syllabus proposed, so that a plan for future reforms could be made. Several States have taken up this challenge. This exercise is being carried out with the involvement of State Councils for Educational Research and Training [SCERT] and District Institutes of Education and Training [DIET].

Main Features of the NCF 2005

The document is divided into 5 areas:

Perspective of NCF

The NCF was framed considering the articulated ideas in the past such as

● To shift learning from rote method.

● To ensure overall development of children.

● To integrate examination into classroom learning and make it more flexible.

● to nurture identify of caring concerns within the democratic policy of India.

● nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

NCF focused on

● Learning without burden to make learning a joyful experience and move away from textbooks to be a basis for examination and to remove stress from children. It recommended major changes in the design of syllabus.

● To develop a sense of self-reliance and dignity of the individual this would form the basis of social relationship and would develop a sense of nonviolence and oneness across the society.

● To develop a child centered approach and to promote universal enrolment and retention up to the age of 14.

● To inculcate the feeling of oneness, democracy and unity in the students the curriculum is enabled to strengthen our national identity and to enable the new generation revaluate.

● J. P. Naik has described equality, quality and quantity as the exclusive triangle for Indian education.

● With respect to social context NCF 2005 has ensured that irrespective of caste, creed, religion and sex all are provided with a standard curriculum.

Learning and knowledge

Learning should be an enjoyable act where children should feel that they are valued and their voices are heard. The curriculum structure and school should be designed to make school a satisfactory place for students to feel secure and valued.The curriculum should focus on holistic development of the students to enhance physical and mental development in individuals and as well as with the peer interactions.

In order to bring about the overall development of the students, adequate nutrition,physical exercise and other psychosocial needs are addressed hence participation in yoga and sports in required. Learning should be made enjoyable and should relate to real life experiences learning should involve concepts and deeper understanding. Adolescence is a vulnerable age for students and the curriculum should prepare the students and provide support for social and emotional support that will inculcate positive behavior and provide skills essential to cope with situations that they encounter in their lives, peers pressure and gender stereotype.

Inclusive education to be given priority and flexibility to follow a curriculum to suit the needs of every student irrespective of students having disabilities.

Constructive learning has to be part of the curriculum. Situations and opportunities

have to be created for students to provide students with challenges, encourage creativity and active participation for students. Students have to be encouraged to interact with peers, teachers and older people which would open up many more rich learning opportunities.

The foundation should be laid strong and firm. primary, upper primary and middle school should provide the space for children to explore and develop rational thinking that they would imbibe in them and have sufficient knowledge on concepts, language, knowledge,investigation and validation procedures.

Curricular area, School stages and assessment

Language - Three language formula system to be followed. medium of communication should be the home language.[10] The First language to be studied must be the mother tongue or the regional language. The Second language - In Hindi speaking States, the second language will be some other modern Indian language or English, and - In non-Hindi speaking States, the second language will be Hindi or English. The Third language - In Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language, and - In non-Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language.

Mathematics -The emphasis for learning mathematics is that all students can learn and need to lean mathematics.Pedagogy and learning environment have to be made favourable for students to develop interest in basic skills and include variety of mathematics models by pedagogy which devotes a greater percentage of instructional time to problem solving and active learning.

Computers - Introduction of computers in schools is to move from a predetermined set of outcomes and skill sets to one that enables students to develop 16 explanatory reasoning and other higher-order skills. o Enable students to access sources of knowledge, interpret them, and create knowledge rather than be passive users. o Promote flexible models of curriculum transaction. o Promote individual learning styles. o Encourage use of flexible curriculum content, at least in primary education, and flexible models of evaluation.

Science - Pedagogy of learning sciences should be designed to address the aims of learning science is to learn the facts and principles of science and it's applications, consistent with the stage of cognitive development. To acquire skills and understand the methods and processes that lead to generation and validation of scientific knowledge. To develop a historical and developmental perspective of science and to

enable her to view science as a social enterprise.To relate to the, local as well as global, and appreciate the issues at the interface of science, technology and society.To acquire the requisite theoretical knowledge and practical technological skills to enter the world of work.To nurture the natural curiosity, aesthetic sense and creativity in science and technology. To imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment and to cultivate 'scientific temper'- objectivity, critical thinking and freedom from fear and prejudice.

Social Sciences - Social science a subject is included in schools to assist students to explore their interests and aptitudes in order to choose appropriate university courses and/or careers. To encourage them to explore higher levels of knowledge in different disciplines. To promote problem-solving abilities and creative thinking in the citizens of tomorrow, to introduce students to different ways of collecting and processing data and information in specific disciplines, and help them arrive at conclusions, and to generate new insights and knowledge in the process.

Art education - The objectives of including art education in schools is to bring about the complete development of the students personality and mental health, to appreciate cultural heritage and develop respect for each other's work and connect to environment.

Health and Physical education - To provide theoretical and practical inputs to provide an integrated and holistic understanding of health, disease, accidents and physical fitness among children.To provide skills for dealing with psycho-social issues in the school, home and the community. To help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, N.C.C., Red Cross, Scouts & Guides, etc.

Study of Peace - Skills that are developed as part of curriculum activity such as to listening with patience and endurance, purity of mind to develop concentration, aptitude for cooperation and teamwork, to reach out to get answers (curiosity and rational inquiry), acceptance of discipline, and a positive attitude to study/work are the trademarks of a good student which in turn are also the skills of a peace-oriented person. Thus the curriculum also inculcates peace and democracy into students.

Work and Education - Work related education is made as an integral component of the school curriculum, in the form of - work experience, work education, SUPW, craft education, life oriented education, pre vocational education and generic education. Work based education aims at involving children in a variety of production or service oriented activities, to develop skills, positive attitudes and values through work and also to develop work related competencies.

School and Classroom Environment

Physical environment has to be maintained favorable to students in terms of infrastructure, adequate light and ventilation, student teacher ratio, hygiene and safe environment. Schools should also treat students with equality,justice respect, dignity and right of the students. Give equal opportunities for all students to participate in all activities without any bias. Policy of inclusion has to be part of the school where differently abled and children from marginalized section get equal opportunities. The schools should also be well equipped with libraries, laboratories and educational technology laboratories.

Systemic Reforms

The NCF has aimed at bringing about reforms in the education system to bring about a curriculum that is learner centric, has a flexible process, provide learner autonomy, teacher plays a role of a facilitator, supports and encourages learning, involves active participation of learners, develops multidisciplinary curriculum, focuses on education, brings about multiple and divergent exposure, multifarious, continuous appraisal in educational system.

2.6.6 National Policy for Persons with Disabilities (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 those equal opportunities, protection of their rights and full participation in society.

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:

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

ii. Educational rehabilitation including vocational education and

iii. Economic rehabilitation for a dignified life in society.

2.7 National Acts & Programmes:

2.7.1. IEDC 1974

Integrated Education for Disabled Children (IEDC), In the1970s, the government launched the Centrally Sponsored Schemeof IEDC. The scheme aimed to provide educational opportunitiesto learners with disability in regular schools and to facilitate theirachievement and retention. Under the scheme, hundred percentfinancial assistance is provided for setting up resource centres,surveys and assessment of children with disability, purchase andproduction of instruction materials and training and orientationof teachers. The scheme is currently being revised to reflect theparadigm shift towards inclusive education.

The right of every child to an education is proclaimed in theUniversal Declaration of Human Rights and was stronglyreaffirmed by the World Declaration on Education for All.

2.7.2. RCI Act (1992)

The Rehabilitation Council of India (RCI) is the apex government body, set up under an Act of Parliament, to regulate training programmes and courses targeted at disabled, disadvantaged, and special education requirement communities. It is the only statutory council in India that is required to maintain the Central Rehabilitation Register which mainly documents details of all qualified professionals who operate and deliver training and educational programmes for the targeted communities. In the year 2000, the Rehabilitation Council of India (Amendment) Act, 2000, was introduced and notified consequently by the government of India. The amendment brought definitions and discussions provided within the earlier Rehabilitation Council of India Act, 1992, under the ambit of a larger act, namely,

An Act to provide for the constitution of Rehabilitation Council of India for

regulating the training of rehabilitation professionals and the maintenance of a Central Rehabilitation Register and for Matters connected therewith or incidental thereto.

2.7.3 The Persons with Disabilities Act, 1995 (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.

This is an act to give effect to the proclamation and equality of the people with disability in the Asian & Pacific region.

Disability: - means

    a) Blindness

    b) Low vision

    c) Leprosy cured

    d) Hearing impairment

    e) Locomotor disability

    f) Mental Retardation

    g) Mental illness

    (j) "employer" means, -

        (i) In relation to a Government, the authority notified by the Head of the Department in this behalf or where no such authority is notified, the Head of the Department; and

        (ii) in relation to an establishment, the Chief Executive Officer of that establishment;

    (k) "establishment" means a corporation established by or under a Central, Provincial or State Act, or an authority or a body owned or controlled or aided by the Government or a local authority or a Government company as defined in section 617 of the Companies Act, 1956 (1 of 1956) and includes Departments of a Government;

    (l) "hearing impairment" means loss of sixty decibels or more in the better ear in the conversational range of frequencies;

    (m) "institution for persons with disabilities" means an institution for the reception,

care, protection, education, training, rehabilitation or any other service of persons with disabilities;

(n) "leprosy cured person" means any person who has been cured of leprosy but is suffering from-

    (i) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;

    (ii) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;

    (iii) Extreme physical deformity as well as advanced age which prevents him from undertaking any gainful occupation, and the expression "leprosy cured" shall be construed accordingly;

(o) "loco motor disability" means disability of the bones, joints or muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy;

(p) "medical authority" means any hospital or institution specified for the purposes of this Act by notification by the appropriate Government;

(q) "mental illness" means any mental disorder other than mental retardation;

(r) "mental retardation" means a condition of arrested or incomplete development of mind of a person which is specially characterized by sub normality of intelligence;

(s) "notification" means a notification published in the Official Gazette;

(t) "person with disability" means a person suffering from not less than forty per cent of any disability as certified by a medical authority;

(u) "person with low vision" means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device;

(v) "prescribed" means prescribed by rules made under this Act;

(w) "rehabilitation" refers to a process aimed at enabling persons with disabilities to reach and maintain their optimal physical, sensory, intellectual, psychiatric or social functional levels;

(x) "Special Employment Exchange" means any office or place established and maintained by the Government for the collection and furnishing of information, either by keeping of registers or otherwise, respecting-

    (i) persons who seek to engage employees from amongst the persons suffering from disabilities;

    (ii) persons with disability who seek employment;

    (iii) vacancies to which person with disability seeking employment may be appointed;

(y) "State Co-ordination Committee" means the State Co-ordination Committee constituted under sub-section (1) of section 13;

(z) "State Executive Committee" means the State Executive Committee constituted under sub-section (l) of section 19.

CHAPTER II
The Central Coordination Committee

3. **Central Co-ordination Committee.** - (1) The Central Government shall by notification constitute a body to be known as the Central Co-ordination Committee to exercise the powers conferred on, and to perform the functions assigned to it, under this Act.

CHAPTER III

The State Co-ordination Committee

13. **State Co-ordination Committee.** - (1) Every State Government shall, by notification, constitute a body to be known as the State Co-ordination Committee to exercise the powers conferred on, and to perform the function assigned to it, under this Act.

CHAPTER IV

Preventation And Early Detection Of Disabilities

25. **Appropriate Governments and local authorities to take certain steps for the prevention of occurrence of disabilities. -** Within the limits of their economic capacity and development, the appropriate Governments and the

local authorities, with a view to preventing the occurrence of disabilities, shall-

(a) undertake or cause to be undertaken surveys, investigations and research concerning the cause of occurrence of disabilities;

(b) promote various methods of preventing disabilities;

(c) screen all the children at least once in a year for the purpose of identifying "at-risk" cases;

(d) provide facilities for training to the staff at the primary health centres;

(e) sponsor or cause to be sponsored awareness campaigns and disseminate or cause to be disseminated information for general hygiene, health and sanitation;

(f) take measures for pre-natal, parental and post-natal care of mother and child;

(g) educate the public through the pre-schools, schools, primary health centres, village level workers and anganwadi workers;

(h) create awareness amongst the masses through television, radio and other mass media on the causes of disabilities and the preventive measures to be adopted.

CHAPTER V
Education

26. **Appropriate Governments and local authorities to provide children with disabilities free education, etc. -** The appropriate Governments and the local authorities shall- (a) ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years;

(b) endeavor to promote the integration of students with disabilities in the normal schools;

(c) promote setting up of special schools in Government and private sector for those in need of special education, in such a manner that children with disabilities living in any part of the country have access to such schools;

(d) endeavor to equip the special schools for children with disabilities with vocational training facilities.

27. **Appropriate Governments and local authorities to make schemes and programmes for non-formal education, etc.**

    (a) Conducting part-time classes in respect of children with disabilities who having completed education up to class fifth and could not continue their studies on a whole-time basis;

    (b) Conducting special part-time classes for providing functional literacy for children in the age groupof sixteen and above;

    (c) Imparting non-formal education by utilizing the available manpower in rural areas after giving them appropriate orientation;

    (d) Imparting education through open schools or open universities;

    (e) Conducting class and discussions through interactive electronic or other media;

    (f) Providing every child with disability free of cost special books and equipment needed for his education.

28. The appropriate Governments shall initiate or cause to be initiated research by official and nongovernmentalagencies for the purpose of designing and developing new assistive devices, teachingaids, special teaching materials or such other items as are necessary to give a child with disabilityequal opportunities in education.

29. The appropriate Governments shall set up adequate number of teachers' training institutions andassist the national institutes and other voluntary organizations to develop teachers' training programmes specializing in disabilities so that requisite trained manpower is available for special schools and integrated schools for children with disabilities.

30. Without prejudice to the foregoing provisions, (be appropriate Governments shall by notificationprepare a comprehensive education scheme which shall make Provision for-

    (a) Transport facilities to the children with disabilities or in the alternative financial incentives to parents or guardians to enable their children with disabilities to attend schools.

(b) The removal of architectural barriers from schools. colleges or other institution, imparting vocational and professional training;

(c) The supply of books, uniforms and other materials to children with disabilities attending school.

(d) The grant of scholarship to students with disabilities.

(e) Setting up of appropriate fora for the redressal of grievances of parent, regarding the placement oftheir children with disabilities;

(f) Suitable modification in the examination system to eliminate purely mathematical questions for thebenefit of blind students and students with low vision;

(g) Restructuring of curriculum for the benefit of children with disabilities;

(h) restructuring the curriculum for benefit of students with hearing impairment to facilitate them totake only one language as part of their curriculum.

31. All educational institutions shall provide or cause to be provided amanuensis to blind students andstudents with or low vision.

CHAPTER VI:

Employment

32. Appropriate Governments shall--

(a) Identify posts, in the establishments, which can be reserved for the persons with disability;

(b) At periodical intervals not exceeding three years, review the list of posts identified and up-date thelist taking into consideration the developments in technology.

33. Every appropriate Government shall appoint in every establishment such percentage of vacanciesnot less than three per cent. for persons or class of persons with disability of which one per cent. Eachshall be reserved for persons suffering from-

(i) Blindness or low vision;

(ii) Bearing impairment;

(iii) Loco motor disability or cerebral palsy, in the posts identified for each disability:

Provided that the appropriate Government may, having regard to the type of work carried on in anydepartment or establishment, by notification subject to such conditions, if any, as may be specified insuch notification, exempt any establishment from the provisions of this section.

34. (1) The appropriate Government may, by notification. Require that from such date as May he specified. By notification. The employer in every establishment shall furnish such information or return as may be prescribed in relation to vacancies appointed for person, with disability that have occurred or are about to occur in that establishment to such Special Employment Exchange as may beprescribed and the establishment shall thereupon comply with such requisition.

    (2) The form in which and the intervals of time for which information or returns shall be furnished andthe particulars, they shall contain shall be such as may be prescribed.

35. Any person authorized by the Special Employment Exchange in writing, shall have access to anyrelevant record or document in the possession of any establishment, and may enter at any reasonabletime and premises where he believes such record or document to be, and inspect or take copies ofrelevant records or documents or ask any question necessary for obtaining any information.

36. Where in any recruitment year any vacancy under section 33, cannot be filled up due to non-availabilityof a suitable person with disability or, for any other sufficient reason, such vacancy shallbe carried forward in the succeeding recruitment year and if ;r the succeeding recruitment year alsosuitable person with disability is not available, it may first be filled by interchange among the threecategories and only when there is no parson with disability available for the post in that Year, theemployer shall fill up the vacancy by appointment of a person, other than a person with disability:

Provided that if the nature of vacancies in an establishment is such that a given category of person cannot be employed, the vacancies may be interchanged among the three categories with the prior approval of the appropriate Government.

37. (1) Every employer shall maintain such record in relation to the person. With disability employedin his establishment in such form and in such manner as may be prescribed by the appropriateGovernment.

(2) The records maintained under sub-section (1) shall be open to inspection at all reasonable hours bysuch persons as may be authorized in this behalf by general or special order by the appropriate Government.

38. (1) The appropriate Governments and local authorities shall by notification formulate schemes forensuring employment of persons with disabilities, and such schemes may provide for-

(a) The training and welfare of persons with disabilities;

(b) The relaxation of upper age limit;

(c) Regulating the employment;

(d) Health and safety measures and creation of a non-handicapping environment in places where persons with disabilities are employed;

(e) The manner in which and the person by whom the cost of operating the schemes is to be defrayed;and

(f) Constituting the authority responsible for the administration of the scheme.

39. All Government educational institutions and other educational institutions receiving aid from theGovernment, shall reserve not less than three per cent seat for persons with disabilities.

40. The appropriate Governments and local authorities shall reserve not less than three per cent. in allpoverty alleviation schemes for the benefit of persons with disabilities.

41. The appropriate Governments and the local authorities shall, within the limits of their economic capacity and development, provide incentives to employers both in public and private sectors to ensurethat at least five per cent. of their work force is composed of persons with disabilities.

CHAPTER VII:
Affirmative Action

42. The appropriate Governments shall by notification make schemes to provide aids and appliances topersons with disabilities.

43. The appropriate Governments and local authorities shall by notification frame

schemes in favor ofpersons with disabilities, for the preferential allotment of land at concession] rates for-

(a) House;

(b) Setting up business;

(c) Setting up of special recreation centers;

(d) Establishment of special schools;

(e) Establishment of research centers;

(f) Establishment of factories by entrepreneurs with disabilities

CHAPTER VIII:
Non-discrimination

44. Establishments in the transport sector shall, within the limits of their economic capacity and development forthe benefit of persons with disabilities.

45. The appropriate Governments and the local authorities shall, within the limits of their economic capacity and development.

46. The appropriate Governments and the local authorities shall, within the limits of their economic capacity and development.

47. (1) No establishment shall dispense with or reduce in rank, an employee who acquires a disabilityduring his service.

(2) No promotion shall be denied to a person merely on the ground of his disability:

CHAPTER IX:
Research And Manpower Development

48. The appropriate Governments and local authorities shall promote and sponsor research, inter alia, in the following areas-

(a) Prevention of disability;

(b) Rehabilitation including community based rehabilitation;

(c) Development of assistive devices including their psychosocial aspects;

(d) Job identification;

(e) On site modifications in offices and factories.

49. The appropriate Governments shall provide financial assistance to universities, other institutions ofhigher learning, professional bodies and non-governmental research-. units or institutions, forundertaking research for special education. rehabilitation and manpower development.

CHAPTER X:

Recognition of Institutions For Persons with Disabilities

50. The State Government shall appoint any authority, as it deems fit to be a competent authority forthe purposes of this Act.

51. Save as otherwise provided under this Act, no person shall establish or maintain any institution forpersons with disabilities except under and in accordance with a certificate of registration issued in thisbehalf by the competent authority:

52. (1) Every application for a certificate of registration shall be made to the competent authority insuch form and in such manner as may be prescribed by the State Government.

    (2) On receipt of an application under sub-section (1), the competent authority shall make such enquiries as it may deem fit and where it is satisfied that the applicant has cornplied with the requirements of this Act and the rules made thereunder it shall grant a certificate of registration to theapplicant and where it is not so satisfied the competent authority shall. by order. refuse to grant thecertificate applied for:

    Provided that before making any order refusing to grant a certificate the competent authority shall giveto the applicant a reasonable opportunity of being heard and every order of refusal to grant a certificateshall he communicated to the applicant in such manner as may be prescribed by the State Government.

    (3) No certificate of registration shall be granted under sub-section (2) unless the institution with respect to which an application has been made is in a position to provide such facilities and maintainsuch standards as may be prescribed by the State Government.

    (4) A certificate of registration granted under this section, -

(a) Shall, unless revoked under section 53, remain in force for such period as may, be prescribed by, the State Government.

(b) May be renewed from time to time for a like period; and

(c) Shall be in such form and shall be subject to such conditions as may be Prescribed by the State Government

(5) An application for renewal of a certificate of registration shall be made not less than sixty days before the period of validity.

(6) The certificate of registration shall he displayed by the institution in a conspicuous place.

53. (1) the competent authority may, if it has reasonable cause to believe that the Holder of the certificate of registration granted under sub-section (2) of section 52 has -

(a) Made a statement in relation to any application for the issue of renewal of the certificate which isincorrect or false in material particulars; or

(b) Committed or has caused to be committed any breach of rules or any conditions subject to whichthe certificate was granted, it may after making such inquiry, as it deems fit, by order, revoke the certificate:

Provided that no such order shall he made until an opportunity is given to the holder of the certificateto show cause as to why the certificate should not be revoked.

(2) Where a certificate in respect of an institution has been revoked under sub-section (1), such institution shall cease to function from the date of such revocation.

Provided that where an appeal lies under section 54 against the order of revocation, such institution shall cease to function-

(a) Where no appeal has been preferred immediately on the expiry of the period prescribed for the filing of such appeal, or

(b) Where such appeal has been preferred, but the order of revocation has been upheld, from the dateof the order of appeal.

(3) On the revocation of a certificate in respect of an institution, the competent authority may direct that any person with disability who is an inmate of such institution on the date of such revocation, shall be-

(a) Restored to the custody of her or his parent, spouse or lawful guardian, as the case may be, or

(b) Transferred to any other institution specified by the competent authority.

(4) Every institution, which holds a certificate of registration, which is revoked, under this section shall, immediately after such revocation. Surrender such certificate to the Competent authority.

54. (1) Any person aggrieved by the order of the competent authority, refusing to grant a certificate orrevoking a certificate may, within such period as may he prescribed by the State Government, preferan appeal to that Government against such refusal or revocation.

(2) The order of the State Government on such appeal shall he final.

55. Nothing contained in this Chapter shall apply, to an institution for persons with disabilities established or maintained by the Central Government or State Government.

CHAPTER XI:

Institution For Persons With Severe Disabilities

56. The appropriate Government may establish and maintain institutions for persons with severe disabilities at such places as it thinks fit.

(2) Where, the appropriate Government is of opinion that any institution other than an institution.

Established under sub-section (1), is fit for the rehabilitation of the persons with severe disabilities, theGovernment may recognize such institution as an institution for persons with severe disabilities for thepurposes of this Act:

Provided that no institution shall be recognized under this section unless such institution has compliedwith the requirements of this Act and the rules made there under.

(3) Every institution established under sub-section (1) shall be maintained in such manner and satisfysuch conditions as may be prescribed b), the appropriate Government.

(4) For the purposes of this section "person with severe disability" meansa person with eighty percent. or more of one or more disabilities.

CHAPTER XII:

The Chief Commissioner And Commissioners For Persons

WITH DISABILITIES

57. (1) The Central Government may, by notification appoint a Chief Commissioner for persons withdisabilities for the purposes of this Act.

   (2) A person shall not be qualified for appointment as the Chief Commissioner unless he has specialknowledge or practical experience in respect of matters relating to rehabilitation.

   (3) The salary and allowances payable to and other terms and conditions of service (including pension, gratuity and other retirement benefits of the Chief Commissioner shall be such as may be prescribedby the Central Government.

   (4) The Central Government shall determine the nature and categories of officers and other employeesrequired to assist the Chief Commissioner in the discharge of his functions and provide the ChiefCommissioner with such officers and other employees as it thinks fit.

   (5) The officers and employees provided to the Chief Commissioner shall discharge their functions under the general superintendence of the Chief Commissioner.

   (6) The salaries and allowances and other conditions of service of officers and employees provided tothe Chief Commissioner shall be such as may be prescribed by the Central Government.

58. The Chief commissioner shall ---

   (a) Coordinate the work of the Commissioners;

   (b) Monitor the utilization of' funds disbursed by the Central Government;

   (c) Take steps to safeguard the rights and facilities made available to Persons with disabilities;

   (d) Submit reports to the Central Government on the implementation of the Act at such intervals asthat Government may prescribe.

59. Without prejudice to the provisions of section 58 the Chief Commissioner

may of his own motionor on the application of any aggrieved person or otherwise look into complaints with respect to mattersrelating to -

(a) Deprivation of rights of persons with Disabilities.

(b) Non-implementation of laws, rules, byelaws, regulations. Executive orders, guidelines or instructions made or issued by the appropriate Governments and the local authorities for the welfareand protection of rights or persons with disabilities. And take up the matter with the appropriateauthorities.

60. (1) Every State Government may, by notification appoint a Commissioner for persons with disabilities for the purpose of this Act.

(2) A person shall not be qualified for appointment as a Commissioner unless he has special knowledge or practical experience in respect of matters relating to rehabilitation.

(3) The salary and allowances payable to and other terms and conditions of service (including pensiongratuity and other retirement benefits) of the Commissioner shall be such as may he prescribed by theState Government.

(4) The State Government shall determine the nature and categories of officers and other employeesrequired to assist the Commissioner in the discharge of his functions and provide the Commissionerwith such officers and other employees as it thinks fit.

(5) The officers and employees provided to the Commissioner shall discharge their functions under thegeneral superintendence of the Commissioner.

(6) The salaries and allowances and other conditions of service of officers and employees provided tothe Commissioner shall be such as may he prescribed by the State Government.

61. The Commissioner within the State shall-

(a) Coordinate with the departments of the State Government for the programmes and schemes, for thebenefit of persons with disabilities;

(b) Monitor the utilization of funds disbursed by the State Government;

(c) Take steps to safeguard the rights and facilities made available to persons with disabilities.

(d) Submit reports to the State Government on the implementation of the Act

at such intervals as thatGovernment may prescribe and forward a copy thereof to the Chief Commissioner.

62. Without prejudice to the provisions of section 61 the Commissioner may of his own motion or onthe application of any aggrieved person or otherwise look into complaints with respect to matters relating to—

    (a) Deprivation of rights of persons with disabilities;

    (b) Non-implementation of laws, rules, bye-laws, regulations, executive orders, guidelines or instructions made or issued by the appropriate Governments and the local authorities for the welfareand protection of rights of persons with disabilities, and take up the matter with the appropriateauthorities.

63. The Chief Commissioner and the Commissioners shall, for the purpose of discharging them functions under this Act, have the same powers as are vested in a court under the Code of Civil Procedure, 1908 while trying a suit, in respect of the following matters, namely: -

    (a) Summoning and enforcing the attendance of witnesses;

    (b) Requiring the discovery and production of any documents;

    (c) Requisitioning any public record or copy thereof from any court or office;

    (d) Receiving evidence on affidavits; and

    (e) Issuing commissions for the examination of witnesses or documents.

62. Without prejudice to the provisions of section 61 the Commissioner may of his own motion or onthe application of any aggrieved person or otherwise look into complaints with respect to mattersrelating to---

    (a) Deprivation of rights of persons with disabilities;

    (b) Non-implementation of laws, rules, bye-laws, regulations, executive orders, guidelines or instructions made or issued by the appropriate Governments and the local authorities for the welfareand protection of rights of persons with disabilities, and take up the matter with the appropriateauthorities.

63. The Chief Commissioner and the Commissioners shall, for the purpose of discharging them functions under this Act, have the same powers as are vested in a court under the Code of Civil Procedure, 1908 while trying a suit, in respect of the following matters, namely: -

(a) Summoning and enforcing the attendance of witnesses;

(b) Requiring the discovery and production of any documents;

(c) Requisitioning any public record or copy thereof from any court or office;

(d) Receiving evidence on affidavits; and

(e) Issuing commissions for the examination of witnesses or documents.

(2) Every proceeding before the Chief Commissioner and Commissioners shall be a judicial proceeding within the meaning directions 193 and 228 of the Indian Penal Code and the Chief Commissioner, the Commissioner, the competent authority, shall be deemed too he a civil court for thepurposes of section 195 and Chapter XXVI of the Code of Criminal Procedure, 1973.

64. (1) The Chief Commissioner shall prepare in such form and at such time for each financial year asmay be prescribed by the Central Government an annual report giving a full account of his activitiesduring the previous financial year and forward a copy thereof to the Central Government.

(2) The Central Government shall cause the annual report to be laid before each House of Parliamentalong with the recommendations explaining the action taken or proposed to be taken on therecommendation made therein in so far as they relate to the Central Government and the reasons fornon-acceptance, if any, of any such recommendation or part.

65. (1) The Commissioner shall prepare in such form and at such time for each financial year as maybe prescribed by the State Government an annual report giving a full account of his activities duringthe previous financial year and forward a copy thereof to the State Government.

The State Government shall cause the annual report to be laid before each State Legislature along withthe recommendations explaining the action taken or proposed to be taken on the recommendationmade therein in so far as they relate to the State Government and the reasons for non-acceptance, ifany, of any such recommendation or part.

CHAPTER XIII:
Social Security

66. The appropriate Governments and the local authorities shall within the limits of them economic capacity and development undertake or cause to be undertaken rehabilitation of allpersons with disabilities.

67. The appropriate Government shall by notification frame an insurance scheme for the benefit ofits employees with disabilities.

68. The appropriate Governments shall within the limits of their economic capacity and developmentshall by notification frame a scheme for payment of an unemployment allowance to persons withdisabilities registered with the Special Employment Exchange for more than two years and who couldnot he placed in any gainful occupation.

CHAPTER XIV:
Miscellaneous

69. Whoever fraudulently avails or attempts to avail, any benefit meant for persons with disabilities,shall be punishable with imprisonment for a term which may extend to two years or with fine whichmay extend to twenty thousand rupees or with both.

70. The Chief Commissioner, the Commissioners and other officers and staff provided to them shallbe deemed to be public servants within the meaning of section 21 of the Indian Penal Code.

71. No suit, prosecution or other legal proceeding shall lie against the Central Government, the StateGovernments or the local authority or any officer of the Government in respect of anything which isdone in good faith or intended to be done in pursuance of this Act and any rules or orders made thereunder.

72. The provisions of this Act, or the rules made there under shall be in addition to, and not in derogation of any other law for the time being in force or any rules, order or any instructions issued there under, enacted or issued for the benefit of persons with disabilities.

73. The appropriate Government may, by notification, make rules for carrying out the provisions ofthis Act.

Conclusion - The main purpose of this act is to define responsibilities of

Central Governments and State Governments with regard to services for disabled persons. It recommends making changed in assessment and curriculum and removing architecture barriers to support inclusion. It also recommends providing free books, uniform, etc.

(Source from K. L. MOHANPURIA.,Secy. to the Govt. of India)

2.7.4. The National Trust Act, (1999)

An Act to provide for the constitution of a body at the national level for theWelfare of Persons with Autism, Cerebral Palsy, Mental Retardation andMultiple Disabilities and for matters connected therewith or incidental thereto.Be it enacted by Parliament in the Fiftieth Year of the Republic of India asfollows:

CHAPTER 1

Preliminary

1. This Act may be called the *National Trust* for Welfare of Personswith Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999

2. It extends to the whole of India expect the State of Jammu andKashmir.

In this Act, unless the context otherwise requires,-

a. "autism" means a condition of uneven skill development primarilyaffecting the communication and social abilities of a person,marked by repetitive and ritualistic behavior;

b. "Board" means Board of trustees constituted under section 3;

c. "cerebral palsy" means a group of non-progressive condition of a person characterized by abnormal motor control posture resulting from brain insult or injuries occurring in the pre-natal, perinatal or infant period of development. "Chairperson" means the Chairperson of the Board appointed under clause (a) sub-section (4) of section 3;

e. "Chief Executive" Officer" means the Chief Executive Officer appointed under sub-section (1) of section 8;

f. "Member" means a Member of the Board and includes the Chairperson;

g. "Mental retardation" means a condition of arrested or incomplete development of mind of person, which is specially characterizedby sub-normality of intelligence;

h. "Multiple disabilities" means a combination of two or more disabilities as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection of Rights andFull Participation) Act, 1995;

i. "Notification" means notification published in the Official Gazette;

j. "Persons" with disability" means a person suffering from any of the conditions relating to autism, cerebral palsy, mental retardation or a combination of any two or more of such conditions and include a person suffering from severe multiple disability;

k. "Prescribed" means prescribed by rules made under this Act;

l. "Professional" means a person who is having special expertise ina field, which would promote the welfare of persons with disability;

m. "Registered organization" means an association of persons with disability or an association of parents of persons with disability or a voluntary, as the case may be, registered under section 12;

n. "Regulation" means the regulations made by the Board under this Act;

o. "Severe disability" means disability with eighty percent or more of one or more of multiple disabilities;

p. "Trust" means the National Trust for Welfare of Persons with Autism, Cerebral Palsy Mental Retardation and Multiple Disability constituted under sub section (1) of section 3.

CHAPTER 2

The National Trust For Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability

With effect from such date as the Central Government may, by notification, appointment, there shall be constituted, for the purpose of this Act, a body by the name of the National Trust for Welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities which shall be a body corporate by the name aforesaid, having perpetual successionand a common seal, with power, subject

to the provision of this Act, to acquire, hold and dispose of property, both movable andimmovable, and both movable and immovable, and contact, andshall, by the said name, sure or be sued.

CHAPTER 3

Objects of the Trusts The objects of the trust shall be:

- to enable and empower persons with disability to live as independently and as fully as possible within and as close to thecommunity to which they belong;

a. to strengthen facilities to provide support to persons with disability to live within their own families;

b. to extend support to registered organization to provide need based services during the period of crises in the family of persons with disability ;

c. to deal with problems of persons with disability who do not have family support;

d. to promote measures for the care and protraction of persons with disability in the event of death of their parent or guardian;

e. to evolve procedure for the appointment of guardians and trustees for persons with disability requiring such protection;

f. to facilitate the realization of equal opportunities, protection of right and full participation of persons with disability; and

g. to do any other act which is incidental to the aforesaid object.

CHAPTER 4

Powers and Duties of The Board shall:-

- receive from the Central Government a one-time contribution of rupees one hundred crores for a corpus, the income where of shall be utilized to provide for adequate standard of living for persons with disability;

a. receive bequest of movable property any person for the benefit of the person with disability in general and for furtherance of the objectives of the Trust in particular:

Provide that it shall be obligatory on the part of the Board tomake arrangement for adequate standard of living for thebeneficiary named in the bequest, if any and to utilize theproperty bequeathed for any other purpose for which the bequest has been made: Provide further that the Board shall not be underany obligation to utilize the entire amount mentioned in the bequest for the exclusive benefit of the persons with disability named as beneficiary in the bequest;

    b. receive from the Central Government such sums as may be considered necessary in each financial year for providing financial assistance to registered organization for carrying outany approved Programme.

For the purpose of sub-section (1), the expression "approved

Programme" means

    c. any Programme which promote independent living in the community for persons with disability by creating a conducive environment in the community;

    ii. counseling and training of family members of persons with disability;

   iii. setting up of adult training units, individual and grouphomes;

    d. any programme which promotes respite care, foster family care or day care service for persons with disability;

    e. Setting up residential hostels and residential homes for persons with disability;

    f. Development of self-help group persons with disability to pursue the realization of their rights;

    g. setting up of local committee to grant approval fir guardianship and

    h. such other programmes which promote the objective of the Trust.While earmarking funds for the purpose of clause:(c) of sub-section (2), preference shall be given to woman with disability or to persons with severe disability and to senior citizen with disability. Explanation:- For the purpose of this sub-section, the expression;-. "Persons with severe disability" shall have the same meaning as is assigned to it under sub-section (4) of section 56 of the persons with Disabilities (Equal Opportunities, Protection of Right and Full Participation) Act, 1995;"Senior citizen' means a person who is above the age of sixty-five years or more.

CHAPTER 5

Procedure for Registration

0. Any association of person with disability, or any association of parents of persons with disability or a voluntary organization whose main object is promotion of welfare of persons with disability may make an application for registration to the Board.

1. An application for registration shall be made in such form and manner and at such place as the Board may by regulation provide and shall contain such particulars and accompanied with such documents and such fees may be provided in the regulation.

2. On receipt of application for registration, the Board may make such inquires as it thinks fit in respect of genuineness of theapplication and correctness of any particulars thereon.

3. Upon receipt of such application the Board shall either grant registration to the applicant or reject such application for reasons to be recorded in writing Provided that where registration has been refused to the application, the said applicant may again make an application for registration after removing defects, if any in its previous application.

CHAPTER 6

Local level Committees

0. The Board shall constitute a local level committee for such area as may be specified by it from time to time.

1. A local committee shall consist of an officer of the civil service of the Union or of the State, not below the rank of a District Magistrate or a District Commissioner of a district;

a. a representative of a registered organization; and

b. a person with disability as defined in clause (t) of section 2 of the persons with disabilities (Equal Opportunities,Protection of rights and Full Participation) Act, 1995

2. A local level committee shall continue to work for a period of three years from the date of its constitution or till such time it is reconstituted by the Board

3. A local level committee shall meet at least once in every three months or at such interval as may be necessary.

0. A parent of a person with disability or his relative may make as application to the local level committee for appointment of any person of his choice to act as a guardian of the persons with disability.

1. Any registered organization may make an application in the prescribed form to the local level committee for appointment of a guardian for a person with disability:

Provide that no such application shall be entertained by the local level committee, unless the consent of the guardian of the disabled person is also obtained. 2. While considering the application for appointment of a guardian,the local level committee shall consider:- whether the person with disability needs a guardian; the purpose for which the guardianship is required for person with disability.

3. The local level committee shall receive, process and decide applications received under sub-section (1) and (2), in such manner as may be determined by regulation: Provide that while making recommendation for the appointment of a guardian, the local level committee shall provide for the obligation which are tobe fulfilled by the guardian.

4. The local committee shall send to the Board the particulars received by it and orders passed there on at such interval as may be determined by regulations. Every person appointed as a guardian of a person with disability under this chapter shall, wherever required, either have the care of such person of disability and his property or be responsible for the maintenance of the person with disability.

0. Every person appointed as a guardian under section 14 shall, within a period of six months from the date of his appointment,deliver to the authority which appointed him, an inventory of immovable property belonging to the person with disability and all assets and other movable property received on behalf of the person with disability, together with a statement of all claims due to and all debts and liabilities due by such person with disability.

1. Every guardian shall also furnish to the said appointing authority within a period of three moths at the close of every financial year,an account of the property and assets in his charge, the sums received and disbursed on account of the person with disability and the balance remaining with him

0. Whenever a parent or a relative of a person with disability or a registered organization find that the guardian is :-. abusing or neglecting a person with disability; or a misappropriating or neglecting the property, it may in accordance with the prescribed procedure apply to the committee for the removal of such guardian.

1. Upon receiving such application the committee may, if it is satisfied that there is a ground for removal and for reasons to be recorded in writing, remove such guardian and appoint a new guardian in his place or if such a guardian is not available make such other arrangement as may necessary for the care and protection of person with disability.

2. Any person removed under sub-section (2) shall be bound to deliver the charge of all property of the person with disability to the new guardian, and to account for all moneys received or disbursed by him.

   Explanation,- For the Purpose of this chapter, the expression "relative"includes any person related to the person with disability by blood, marriage or adoption.

CHAPTER 7

Accountability and Monitoring

0. The books and documents in the procession of the Board shall be open to inspection by any registered organization

1. Any registered organization can submit a written requisition to the Board the access of any book or document maintained by the Board.

2. The Board shall frame such regulations as it think necessary for allowing the access of any books or document to a registered organization.The Board shall determine by regulations the procedure for evaluating the prefunding status of registered organization seeking financial assistance from it and such regulations may also provide for the guidelines for monitoring and evaluating the activities of the registered organizations who are receiving financial assistance from the Trust.

0. The Board shall in each year hold an annual general meeting of registered organizations, and not , more than six months shall elapse between the date of one annual general meeting and that of the next.

1. A notice of the annual general meeting along with a statement of accounts and records of its activities during the preceding year be sent by the Board to every registered organization at such time as may be determined by regulations.

2. The quorum for such meeting shall be such number of persons of the registered organization as may be determined by regulation.

CHAPTER 8

Finance, Accounts and Audit

The Central Government may, after due appropriation made by parliament by law in his behalf, make to the Trust a one-time contribution of rupees one hundred crores or a corpus, the income where of may be utilized the objects of the Trust under this Act.There shall be constitute a fund to be called the National Trust for Welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple disabilities Fund and there shall be credited thereto- all money received from the Central government;

a. all moneys received by the trust by way of grants, gifts,donation, benefaction, bequests or transfers;

b. all moneys received by the Trust in any other manner or from any other source.

1. All moneys belonging to the fund shall be deposited in such banks or invested in such manner as the Board may, subjects to approval of the Central Government, decide.

2. The funds shall be applied towards meeting the administrative and other expenses of the Trust including expenses incurred in the exercise of its powers and performance of duties by the Board in relation to any of its activities under section 10 or for any thing relatable there to.The Board shall prepare, in such form and at such time in each financial year as may be prescribed, the budget for the next financial year showing the estimated receipt and expenditure of the Trust and shall forward the same to the Central Government,

0. The Board shall maintain proper accounts and other relevant records and prepare an annual statement of accounts of the Trust including the income and expenditure accounts in such form as the Central Government may prescribe and in accordance with such general direction as may be issued by that Government in constitution with the Comptroller and Auditor-General of India.

1. The accounts of the Trust shall be audited by the Comptroller and Auditor General of India at such intervals as may be specified by him and any expenditure incurred by him in connection with such audit shall be payable by the Board of the Comptroller and Auditor-General of India.

2. The Comptroller and Auditor-General of India and by other person appointed by him in connection with the audit of the accounts of the Trust shall have the same rights, privileges and authority in connection with such audit as the Comptroller and Auditor-General of India generally has in connection with the audit of the Government accounts, and in particular, shall have the right to demand and production of books of accounts, connected vouchers and other documents and papers and to inspect any of the offices of the Trust.3. The accounts of the Trust as certified by the Comptroller, and Auditor-General of India or any other person appointed by him in this behalf, together with the audit report thereon, shall be forwarded annually to the Central Government, and that Government shall cause the same to be laid before each House of Parliament. The Board shall prepare every year, in such form within such time as may be prescribed an annual report giving a true and full accounts of its activities during the previous year and copies thereof shall be forward to the Central Government and that Government shall cause the same to be laid before each House of Parliament. All orders and decisions of the Board and instrument issued in the name of the Trust shall be authenticated by the signature of the Chairperson, the Chief Executive Officer or any other officer authorized by the Chairperson, in this behalf. The Board shall furnish to the Central Government such reports, returnsand other information as that Government may require time to time.

CHAPTER 9

Miscellaneous

0. Without prejudice to the foregoing provisions of this Act, the Board shall, in exercise of its power or the performance of its duties under this Act, be bound

by such direction on questions of policy as the Central Government may give in writing it from time to time:Provided that the Board shall, as far as practicable, be given anopportunity to express its views before any direction is given under this sub-section.

1. The decision of the Central Government whether a question is one if policy or not shall be final. If the Central Government on the complaint of a registered organization or otherwise has reason to believe that the Board in unable to perform or has persistently made default in the performance of the duties imposed on it, the Central Government may issue notice to the Board asking why it should not be superseded: Provide that no order superseding the Board shall be made by the Central Government, unless a notice affording reasonable opportunity to the Board has been given in writing that why it should not be superseded.

1. The Central Government after recording reasons in writing and by issuing a notification in the Official Gazette supersede the Board for a period of not more than six months: provided that on the expiration of the period of super session Central Governmentmay reconstitute the Board, in accordance with section 3.

2. Upon the publication of the notification under sub-section (2), all the members of the Board shall, not withstanding that their term of office had not expired as on the date of supersession, vacate their office as such members; a. all the powers and duties which may, buy or under the provision of this Act, be exercised or performed by or on behalf of the trust shall, during the period of supersession, be exercised and performed by such person as the Central Government may direct.

3. On the expiration of the period of super session specified in the notification issued under sub-section (2), the Central Governmentmay extend the period of super session for such further periodas it may consider necessary so that the total period of supersession does not exceed more than six months; or a. reconstitute the Board in the manner provided in section 3. Notwithstanding anything contained in the Income-tax Act, 1961, or any other law for the time being in force relating to tax on income. profit orgains, the Trust shall not be liable to pay income-tax or any other tax inrespect of its income, profits or gains derived. No suit, prosecution or other legal proceeding shall lie against the Central Government or the Trust or any member of the Board or Chief

Executive officer or any officer or other employee of the Trust or anyother person authorized by the Board to perform duties under this. Act for any loss or damage caused or likely to be caused by anything which is done in good faith. Explanation:- For the purpose of this section, the expression "good faith" shall have the same meaning as is assigned to it in the Indian Penal Code. All Members, Chief Executive Officer, other officers and employees of the Trust shall be deemed, when acting or purporting to act in pursuance of any of the provisions of this Act, to be public servant within the meaning of section 21 of the Indian Penal Code.The Board may, by general pr special order in writing, delegate to the Chairperson or any members or any officer of the Trust or any other person subject to such conditions and limitations, if any, as may be specified in the order such of its powers under this Act, (except the power to make regulations under section 35) as it may deem necessary. The Central Government may, by notification in the Official Gazette, make rules for carrying out the provisions of this Act.

1. In particular, and without prejudice to the generality of the foregoing powers, such rules may provide for all or any of the following matters, namely:-. the procedure in accordance with which the person representing registered organization shall be elected under clause (b) of sub-section (4) of section 3;a. the condition of service of the Chairperson and Members under sub-section (2) of section 4; b. the rules procedure in the transaction of business at meeting of the Board under sub-section (2) of section 14;

c. the powers and duties of Chief Executive Officer under subsection (1) of section 8;

d. the form in which an application for guardianship may bemade by a registered organization under sub-section (2) ofsection 23;

e. the procedure in accordance with which a guardian may be removed under section 17;

f. the form in which, and the time within which, the budget of the trust shall be forwarded to the Central Government under section 23;

g. the form in which the annual statement of accounts shall be maintained under sub-section (1) of section 24;

h. the form in which, and the time within which, the annual reports shall be prepared and forwarded under section 25;i. any other matter which is required to be, or may be,prescribed.The Board may, with the previous approval of the

Central Government, by notification in the Official Gazette, make regulations consistent withthis Act and rules generally to carry out the purpose of this Act.In particular, and without prejudice to the generality of the foregoing power, such regulation may provide for all or any of the following matters, namely:-

- the manner and purpose for which a person may be associated under sub-section (5) of section 3;

a. the time and place at which the Board shall meet under subsection (6) of section 4;

b. the terms and conditions of service of, Chief Executive Officer, other officer and employees of the Trust under sub-section (3) of section 8;

c. the form manner in which the application shall be made for registration under sub-section (2) of section 12 and the particulars which such application shall contain under that sub-section;

d. the manner in which application for guardianship shall be received, proceed and decided by the local level committee under sub-section (4) of section 114;

e. the particulars of application and orders passed thereon by the local level committee under sub-section (5) of section 14;

f. the procedure for evaluating the pre-funding status of the registered organization and framing of guidelines for monitoring and evaluating the activities of such registered organizationunder section 19;

g. the time within which notice for annual general meeting shall be sent and quorum for such meeting under sub-section (2) and (3)of section 20; and

h. any other matter which is required to be, or may be provided by regulation.

2.7.5. The Sarva Sikhsha Mission 2000

It pledges that the "SSM will ensure that every child with special needs irrespective of the kind, categories and degree of disability is provided education in appropriate environment."

Sarva Shiksha Abhiyan or SSA, is an Indian Government programme aimed at the universalisation of elementary education "in a time bound manner", as mandated by the 86th Amendment to the Constitution of India making free and compulsory education to children between the ages of 6 to 14 (estimated to be 205 million

children in 2001) a fundamental right. The programme was pioneered by former Indian Prime Minister Atal Bihari Vajpayee.

History

As an intervention programme, SSA has been operational since 2000-2001. However, its roots go back to 1993-1994, when the District Primary Education Programme (DPEP) was launched, with an aim of achieving the objective of universal primary education. DPEP, over several phases, covered 272 districts in 18 states of the country. The expenditure on the programme was shared by the Central Government (85%) and the State Governments. The Central share was funded by a number of external agencies, including the World Bank, DFID and UNICEF. By 2001, more than US$1500 million had been committed to the programme, and 50 million children covered in its ambit. In an impact assessment of Phase I of DPEP, the authors concluded that its net impact on minority children was impressive, while there was little evidence of any impact on the enrolment of girls. Nevertheless, they concluded that the investment in DPEP was not a waste, because it introduced a new approach to primary school interventions in India.

The Right to Education Act (RTE) came into force on 1 April 2010. Some educationists and policy makers believe that, with the passing of this act, SSA has acquired the necessary legal force for its implementation.

Features

Sarva Shiksha Abhiyan (SSA) is a programme for Universal Elementary Education. This programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community -owned quality education in a mission mode. It is a response to the demand for quality basic education all over the country.

Main features

1. Programme with a clear time frame for universal elementary education.
2. A response to the demand for quality basic education all over the country.
3. An opportunity for promoting social justice through basic education.
4. A expression of political will for universal elementary education across the country.
5. A partnership between the central, state and the local government.

6. An opportunity for states to develop their own vision of elementary education.

7. An effort at effective involving the Panchyati Raj Institutions, school management Committees, village and urban slum level Education Committees, parent's Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.

Aims

1. To provide useful and elementary education for all children in the 6-14 age group.

2. To bridge social, regional and gender gaps with the active participation of community in the management of schools.

3. To allow children to learn about and master their natural environment in order to develop their potential both spiritually and materially.

4. To inculcate value-based learning this allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.

5. To realize the importance of Early Childhood Care and education and looks at the 0-14 age as a continuum.

Objectives

1. All children in school. Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003.

2. All children complete five years of primary schooling by 2007.

3. All children complete of elementary schooling by 2010.

4. Focus on elementary education of satisfactory quality with emphasis on education for life.

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

6. Universal retention by 2010.

Aspects

1. It provides a wide convergent frame work for implementation of Elementary Education schemes.

2. It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education.

2.7.6 Right to Education Act (2006)

Right to Education Act

Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act via Article 21A. The Right to Education Act seeks to give effect to this amendment.The government schools shall provide free education to all the children and the schools will be managed by School Management Committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee.The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.

Main Features of Right to Education (RTE) Act, 2009

- Free and compulsory education to all children of India in the 6 to 14 age group.

- No child shall be held back, expelled or required to pass a board examination until the completion of elementary education.

- If a child above 6 years of age has not been admitted in any school or could not complete his or her elementary education, then he or she shall be admitted in a class appropriate to his or her age. However, if a case may be where a child is directly admitted in the class appropriate to his or her age, then, in order to be at par with others, he or she shall have a right to receive special training 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 the completion of elementary education even after 14 years.

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

- A child who completes elementary education shall be awarded a certificate.

- Call need to be taken for a fixed student-teacher ratio.

- Twenty-five per cent reservation for economically disadvantaged communities in admission to Class I in all private schools is to be done.

- Improvement in the quality of education is important.

- School teachers will need adequate professional degree within five years or else will lose job.

- School infrastructure (where there is a problem) need to be improved in every 3 years, else recognition will be cancelled.

- Financial burden will be shared between the state and the central government.

'Free and Compulsory Elementary Education'

All children between the ages of 6 and 14 shall have the right to free and compulsory elementary education at a neighbourhood school.

There is no direct (school fees) or indirect cost (uniforms, textbooks, mid-day meals, transportation) to be borne by the child or the parents to obtain elementary education. The government will provide schooling free-of-cost until a child's elementary education is completed.

The role envisaged for the community and parents to ensure RTE

The Right of Children to Free and Compulsory Education (RTE) Act 2009 insists upon schools to constitute School Management Committees (SMCs) comprising local authority officials, parents, guardians and teachers. The SMCs shall form School Development Plans and monitor the utilization of government grants and the whole school environment.

RTE also mandates the inclusion of 50 per cent women and parents of children from disadvantaged groups in SMCs. Such community participation will be crucial to ensuring a child friendly "whole school" environment through separate toilet facilities for girls and boys and adequate attention to health, water, sanitation and hygiene issues.

RTE promote Child-Friendly Schools

All schools must comply with infrastructure and teacher norms for an effective

learning environment. Two trained teachers will be provided for every sixty students at the primary level.

Teachers are required to attend school regularly and punctually, complete curriculum instruction, assess learning abilities and hold regular parent-teacher meetings. The number of teachers shall be based on the number of students rather than by grade.

The state shall ensure adequate support to teachers leading to improved learning outcomes of children. The community and civil society will have an important role to play in collaboration with the SMCs to ensure school quality with equity. The state will provide the policy framework and create an enabling environment to ensure RTE becomes a reality for every child.

RTE be financed and implemented in India

Central and state governments shall share financial responsibility for RTE. The central government shall prepare estimates of expenditures. State governments will be provided a percentage of these costs.

RTE provides a ripe platform to reach the unreached, with specific provisions for disadvantaged groups, such as child labourers, migrant children, children with special needs, or those who have a "disadvantage owing to social, cultural economical, geographical, linguistic, gender or such other factor." RTE focuses on the quality of teaching and learning, which requires accelerated efforts and substantial reforms:

1. Creative and sustained initiatives are crucial to train more than one million new and untrained teachers within the next five years and to reinforce the skills of in-service teachers to ensure child-friendly education.

2. Families and communities also have a large role to play to ensure child-friendly education for each and every one of the estimated 190 million girls and boys in India who should be in elementary school today.

3. Disparities must be eliminated to assure quality with equity. Investing in preschool is a key strategy in meeting goals.

4. Bringing eight million out-of-school children into classes at the age appropriate level with the support to stay in school and succeed poses a major challenge necessitating flexible, innovative approaches.

Right to Education Bill

In 2002, education was made a fundamental right in the 86th amendment to the Constitution. Six years after an amendment was made in the Indian Constitution, the union cabinet cleared the Right to Education Bill. Key provisions of the Bill include: 25% reservation in private schools for disadvantaged children from the neighbourhood, at the entry level. The government will reimburse expenditure incurred by schools; no donation or capitation fee on admission; and no interviewing the child or parents as part of the screening process. The Bill also prohibits physical punishment, expulsion or detention of a child and deployment of teachers for non-educational purposes other than census or election duty and disaster relief. Running a school without recognition will attract penal action.

The Right to Education Bill is the enabling legislation to notify the 86th constitutional amendment that gives every child between the age of six and 14 the right to free and compulsory education.

25% quota for poor

The Supreme Court upheld the constitutional validity of Right of Children to Free and Compulsory Education Act, 2009, on April 12, 2012 and directed every school, including privately-run ones, to give immediately free education to students from socially and economically backward classes from class-I till they reach the age of 14 years.

The court threw out the challenge by private unaided schools to Section 12(1)(c) of the Act that says every recognized school imparting elementary education, even if it is an unaided school not receiving any kind of aid or grant to meet its expenses, is obliged to admit disadvantaged boys and girls from their neighbourhood.

School Admissions According to RTE Norms

A series of measures have been taken by the NCPCR to ensure that school admission procedures all over the country are in accordance with the Right of Children to Free and Compulsory Education (RTE) Act, 2009. This was necessitated by the fact that schools in some states were carrying out a screening procedure for admission of children in the elementary stage of education prohibited by the Act.In April, the NCPCR wrote to the chief secretaries of all the states asking them to issue Government Orders to ensure that school admission procedures were in accordance with the RTE

Act. This was prompted by the Directorate of Education, Government of National Capital Territory of Delhi (GNCTD), issuing a notice in March inviting applications for admission to Class VI in the RajkiyaPratibhaVikasVidyalayas run by the Directorate.

The NCPCR's intervention in April came in response to an admission notice that had been issued by the GNCTD's Directorate of Education in all leading newspapers as well as in the Directorate's website, inviting students to purchase application forms costing Rs 25 each and thereafter sit for an entrance exam. Since the RTE Act prohibits any kind of screening procedure and permits admissions into any school through random selection only, the notice was clearly in contravention of the Act.

As the nodal body monitoring the implementation of the RTE Act, the Commission wrote to the Principal Secretary, Education, GNCTD, asking the admission notice be withdrawn and a notice in Conformity with the provisions of the RTE be issued instead. It also requested that Government Orders (GO) be issued to all schools in the GNCTD within a week regarding the provisions of the Act so that the schools made the required changes in their procedures and modes of functioning.

As the Directorate did not comply with this request, it was summoned by the Commission in June and given time till July to re-conduct the admission in accordance with RTE procedures. To ensure that the RTE Act was not similarly contravened in other states, the NCPCR has in its letter to the chief secretaries said that the GO they issue to schools on the matter must specify that:

1. Admission procedures be made in accordance with the RTE Act

2. 25 per cent reservation is ensured for weaker sections in all 'specified category' schools and private unaided schools, and reservation norms for government aided schools are to be followed

Further, private schools recognized by the government must also be mapped out and issued notice regarding provisions in the Act as well as the procedures by which children in the neighbourhood could claim admission to the schools. Also, the task of finalizing State Rules on the RTE Act must be completed at the earliest.

In response to queries regarding Navodaya Schools which have been designated as 'specified category' schools in the RTE Act, the NCPCR clarified that the provisions of Section 13 of RTE Act applied to all schools without exception.

The relevant provision of Section 13 of the Act is:

No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardians to any screening procedure. Any school or person, if in contravention of the provisions of sub-section (1):

1. Receives capitation fee, shall be punishable with fine which may extend to ten times the capitation fee charged

2. Subjects a child to screening procedure shall be punishable with fine which may extend to Rs 25,000 for the first contravention and Rs 50,000 for each subsequent contravention.

No Screening for Admission to Navodaya Schools

The National Commission for Protection of Child Rights (NCPCR) has written to the commissioner, Navodaya Schools, as well as the state education secretaries against any kind of screening for admission of children to elementary education (Classes 1 to eight). The NCPCR intervened to check violation of RTE provisions after it got reports of Navodaya schools screening students in Delhi and other states.

Quoting Section 13 of the RTE Act 2009, the NCPCR has pointed out that while admitting a child to school, the Act prohibits schools or persons from collecting capitation fees or subjecting the child or the parents and guardians to any screening procedure. Any school or person receiving capitation fees, it has pointed out, could be punished with a fine which could be ten times the capitation fee charged.

Subjecting a child to screening could lead to a fine of Rs 25,000 for the first contravention and Rs 50,000 for each subsequent contravention. Section 13 applies to all schools even the Navodaya schools which have been designated special category schools in the RTE Act. Screening procedures being conducted by Navodaya Schools are a violation of the RTE Act, it clarified. NCPCR has also requested state governments to issue orders to all schools regarding the provisions of the Act so that the required changes in their procedures and modes of functioning are made within a week.

Eligibility for Teachers

The following persons shall be eligible for appearing in the TET:

1. A person who has acquired the academic and professional qualifications specified in the NCTE Notification dated 23rd August 2010.

2. A person who is pursuing any of the teacher education courses (recognized

by the NCTE or the RCI, as the case may be) specified in the NCTE Notification dated 23rd August 2010.

3. The eligibility condition for appearing in TET may be relaxed in respect of a State/UT which has been granted relaxation under sub-section (2) of section 23 of the RTE Act. The relaxation will be specified in the Notification issued by the Central Government under that sub-section.

Each child to get free uniform, books under RTE

Each child from class I to class VIII in the country will be provided free textbooks and uniforms, if a raodmap prepared by the Centre to implement the Right To Education Act (RTE) is accepted by the states.

2.7.7. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)2009

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) (English: "National Mission for Secondary Education") is a centrally sponsored scheme of the Ministry of Human Resource Development, Government of India, for the development of secondary education in public schools throughout India. It was launched in March 2009. The implementation of the scheme has started from 2009-2010 to provide conditions for an efficient growth, development and equity for all. The scheme includes a multidimensional research, technical consulting, various implementations and funding support. The principal objectives are to enhance quality of secondary education and increase the total enrollment rate from 52% (as of 2005-2006) to 75% in five years, i.e. from 2009-2014. It aims to provide universal education for all children between 15-16 years of age. The funding from the central ministry is provided through state governments, which establish separate implementing agencies.

Objectives

The objectives of Rashtriya Madhyamik Shiksha Abhiyan can be summarised as follows:[3]

1. To improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms.

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

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

4. Universal retention by 2020.

Action plans

RMSA is planned to promote secondary education by establishing in every target school the following infrastructure:

1. Additional class rooms

2. Laboratories

3. Libraries

4. Art and crafts room

5. Toilet blocks

6. Drinking water provisions

7. Residential hostels for teachers in remote areas

In addition it aims to provide additional teachers to reduce student-teacher to 30:1, focus on science, mathematics and English education, in-service training of teachers, science laboratories, ICT-enabled education, curriculum reforms, and teaching-learning reforms.

Planning for secondary education

Background

● Since the initiation of the National Policy on Education (NPE), 1986, there has been no major changes in the structure and organization of the secondary and higher secondary school systems under the Ninth Plan period.

● The focus in this plan was on minimising the various disparities, to renew the curricula giving importance to vocationalisation and employment-oriented courses. It also give importance to expanding and diversifying the open learning system, teacher training and ICT. Free education and hostel facilities for girls and integrated education for the disabled children was also brought into highlight, etc.

Participation of private sector

● There was an increased participation of the private sector including non-governmental organisations (NGOs). Currently, these private sectors manage around 51% of the secondary schools and 58% of the higher secondary schools.

● Opportunities were provided for those children who were not able to enroll themselves in formal education systems through national and state open schools by utilising contact-centres and multi-media packages.

- It highly emphasized on the content, process and the quality of education especially the environment education, science, mathematics and computer literacy with the financial help from the central government.

- After the revised NPE policy, 1992, new initiatives like revision of curriculum, resource centres for value education and National Centre for Computer-aided Education etc. have been taken up.

- The appeal lacks in the vocationalisation of education due to the lack of manpower demand and academic restraints etc. Hence, by 2000, only 10% of the students opt for the vocational streams against 25%.

Planning for children with special needs (CWSN)

- With the enactment of the Persons with Disabilities Act, 1995, the education for the CWSN received am impetus. This act entrusts certain governments and authorities for the provision of free access for these children towards education, allotted lands for certain purposes, non-discrimination in transports, financial incentive for them to undertake research etc.

- This scheme has also taken up programmes for the attitudinal changes and capacity building among teachers for the sake of these children.[7]

Four major heads

- **Quality improvement:**

  In school, there was promotion of the science laboratories, environmental education, promotion of yoga, as well as centrally sponsored schemes of population education project, international mathematics and science olympiads. The state governments provide in-service training for the teachers and provide infrastructure and research inputs.

- **Information communication technologies (ICT):**

  ICT comprises the centrally sponsored schemes like computer education and literacy in schools (CLASS) and educational technology (ET) which familiarizes the student with Information technology (IT). Due to the rise in IT demand in today's world, a major importance is given on it. Components of a merged scheme ICT in school include a) funding support towards computer education plans; b) strengthening and reorientation of the staffs of SIETS - state institutes of education and training; c) there is digitalisation of SIETs audio and video cassettes with the partnership of NGOs; and d) management of internet-based education by SIETs.

- **Access and equity:**

RMSA not only emphasizes on providing secondary education for the special focus groups that include scheduled tribe and scheduled caste groups, minority girls and CWSN children, but it also give 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 and they are given as following steps:

1. Identification of the disadvantaged groups: For this purpose, educational indicators like gross enrollment ratio (GER), net enrollment 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 un-equitable 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.

- **Integrated education for disabled children (IEDC):**

Inclusive education have been highlighted to bring about expansion in terms of meeting/catering to the needs of the mentally and physically disadvantaged children. This schemes continues to be a separate centrally sponsored scheme. It includes several components for convergence with integrated child development services for early interventions, Sarva Shiksha Abhiyan (SSA) for the particular group at the elementary level, and special schools.

Funding method

The Ministry of Human Resource Development directly provides funds to the state governments. Each state government then release the funds to the approved implementing agencies or institutions. During the XI Five Year Plan the central government provided 75% of the total fund for each state, while 25% was borne by

the state as matching share. However, in the remote northeastern states and Sikkim the matching share was waived to 10%.[6][9]

Achievements

The major achievements of RMSA as of 2015-2016 report are:

1. New school:11,577 new secondary schools were approved out of which, 10082 are functional.

2. Strengthening of schools: 337,731 have been approved in terms of infrastructure development under this scheme. The details is as follows:

● Additional classroom: Out of 52750 approved, 20,839 were completed and 16,774 are under progress.

● Science laboratory: Out of 25,948 approved, 10,107 were completed and 8532 are under progress.

● Computer room: Out of 21,864 approved, 6920 were completed and 6297 are under progress.

● Library room: Out of 27,428 approved, 10,133 were completed and 8929 are under progress.

● Art/Craft room: Out of 31,453 approved, 12,062 were completed and 9686 are under progress.

● Drinking water: Out of 12,327 approved, 7096 were completed and 2507 are under progress.

● Teacher quarters: Out of 5408 approved, 623 were completed and 509 are under progress.

● Major repair: Out of 2975 approved, 1313 were completed and 271 are under progress.

Rise of RMSA

Due to the impact of the programmes undertaken for the universalisation of elementary education, there is a rise in the demand of education at the secondary level. Despite the increase in the number of secondary schools, the spread of the secondary education throughout the country remains uneven. There are regional disparities, differences in the socio-economic background and in Union Territories. There was narrowing of this significant gender gaps in existing condition. In the

Tenth Plan, the key was foccussed on a quality education at all levels and to pursuit excellence accordingly.

2.7.8. Inclusive Education for Disabled at Secondary stage (IEDSS) 2013

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 now subsumed under RashtriyaMadhyamikShikshaAbhiyan (RMSA) from 2013. The States/UTs are also in the process of subsuming under RMSA as RMSA subsumed Scheme.

Aims

To enabled 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.

Objectives

The scheme covers all children studying at the secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the class IX to XII, namely blindness, low vision, leprosy cured, hearing impairment, locomotory disabilities, mental retardation, mental illness, autism, and cerebral palsy and may eventually cover speech impairment, learning disabilities, etc. Girls with the disabilities receive special focus to help them gain access to secondary schools, as also to information and guidance for developing their potential. Setting up of Model inclusive schools in every State is envisaged under the scheme.

Components

- Student-oriented components, such as medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance, stipend for girls, support services, assistive devices, boarding the lodging facility, therapeutic services, teaching learning materials, etc.

- Other components include appointment of special education teachers, allowances for general teachers for teaching such children, teacher training, orientation of school administrators, establishment of resource room, providing barrier free environment, etc.

Implementing Agency

The School Education Department of the State Governments/Union Territory (UT) Administrations are the implementing agencies. They may involve NGOs having experience in the field of education of the disabled in the implementation of the scheme.

Financial Assistance

Central assistance for all items covered in the scheme is on 100 percent basis. The State governments are only required to make provisions for scholarship of Rs. 600/- per disabled child per annum.

2.8 Let us Sum Up

International Level

1. Universal Declaration of Human Rights (1948): It proclaimed the right of every child to and education.

2. UN Convention on the Rights of the Child (1989): It states that education is the right of every child.

3. UN Declaration on Education for all (Jometien Declaration) - 1990: It emphasizes education for all including children with disabilities. It states, "the learning needs of the disabled demand special attention, steps need to be taken to provide equal access to education to every category of disabled person as an integrated part of education systems.

4. UN Declaration Standard Rules on equalization of opportunities for person with disabilities - 1993: It is important resolution for improving the education condition for person with disabilities. It states, "State should recognize the principal of equal, primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated setting. They should ensure that education of person with disabilities is on integrated part of the education system.

5. The Salamanca Declaration (1994): It endorsed inclusive education and stated that inclusion and participation are essential to human rights.

National Level

The basic structure of the constitution of India, as reflected in the preamble ensures social, economic and political justice as well as equality of status and equal opportunity to all citizens of India. It is thus constitutional obligation of equality of

all citizens including persons with disabilities and other marginalized groups of people.

Article 45 requires the state to make provision within 10 years for free and compulsory education for all children until they complete the age of 14 years. The Constitution (86th Amendment Act ,2002)) has substituted a new article for article 45 which provides, "The state shall endeavour to provide early childhood care and education for all children until they complete the age of six years."

In 1964, the Kothari Commission (1964-66) recommended placement of the disabled child, as far as possible in ordinary schools. The Integrated Education for Disabled Children (IEDC) - 1974

The centrally sponsored scheme IEDC launched in 1974 to admit children with disabilities in regular schools.

The District Primary Education Programme (DPEP) - 1985.

It acknowledges the fact that universalization of education is possible only if it includes children with disabilities.

The National Policy on Education (NPE) - 1985

It included a full chapter on "Education of the Handicapped and formulated guidelines for action. The NPE (1986) strongly emphasized the need for the expansion of integrated education programmes. The Project Integrated Education for Disabled (PIED) - 1987

It was launched in 1987, which encourages all schools in a neighbourhood to enroll children with disabilities.

The Rehabilitation Council of India (RCI) Act - 1992

In 1992, `the RCI act was passed in the parliament to regulate the manpower development and funding research programme in the field of education of children with special needs.

The Person with Disabilities (Equal Opportunities Protection of Rights and Full Participation) Act 1995

The main purpose of this act is to define responsibilities of Central Governments and State Governments with regard to services for disabled persons. It recommends making changes in assessment and curriculum and removing architecture barriers to support inclusion. It also recommends providing free books, uniform, etc.

The National Trust Act

It recommends promotion of children with autism, cerebral palsy, mental retardation and multiple disabilities. It runs many programmes, which promote independent living community for people with disabilities by creating conductive environment in the community.

The Sarva Sikhsha Mission

It pledges that the "SSM will ensure that every child with special needs irrespective of the kind, categories and degree of disability is provided education in appropriate environment."

The Amendment of the Constitution in 2001

It makes education a fundamental right for those in the age 6-14 age group which covers children with disabilities.

The National policy for Persons with Disabilities

It has a section on education, stating, "There is a need for mainstreaming of the person with disabilities in the general education system through inclusive education. It also mentions that children learns but in the company of their peers.

Right to Education

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

RMSA 2009

This scheme was launched in March, 2009 with the objective to enhance access to secondary education and to improve its quality. The implementation of the scheme started from 2009-10. The other objectives include improving quality of education

imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020.

A Comprehensive Plan of Action for Children and youth with Disabilities

It was also presented by the minister for Human Resource Development, Arjun Singh in March 2005. This Action Plan advocated inclusive education and envisages making all schools "disabled friendly" by 2020.

2.9 ''Check your progress''

1. Discuss about Universal Declaration of Human Rights (1948)

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2. Discuss about UNCRPD 2006

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3. Discuss about Salamanca Framework 1994

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4. Write an essay about Kothari Commission 1964

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5. Write an essay National Curriculum Framework 2005

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6. Write a short note

IEDC(1974), RCI (1992), PWD (1995), RMSA (2009) IEDSS (2013)

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Unit-3 : Adaptations Accommodations and Modifications

Structure :

3.1 introduction

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.

Before defining into the differences between accommodations and modifications, let's take a step back and focus on the concept of curricular adaptations. Accommodations accomplish this objective without modifying the curriculum.**Adaptations, accommodations, and modifications need to be individualized for students, based upon their needs and their personal learning styles and interests.** It is not always obvious what adaptations, accommodations, or modifications would be beneficial for a particular student, or how changes to the curriculum, its presentation, the classroom setting, or student evaluation might be made.

3.2 Objectives

- To Learn Adaptations in inclusion
- To Learn Accomodations in Inclusive Education.
- To Learn Modification in inclusion.
- To learn specifies for children with sensory Disabilities.
- To learn specifies for Children with Motor and Multiple Disabilities.
- To learn about gifted Children.

3.3 Meaning, Difference, Need & Steps

Adaptations, accommodations, and modifications need to be individualized for students, based upon their needs and their personal learning styles and interests. It is not always obvious what adaptations, accommodations, or modifications would be beneficial for a particular student, or how changes to the curriculum, its presentation, the classroom setting, or student evaluation might be made. This page is intended to help teachers and others find information that can guide them in making appropriate changes in the classroom based on what their students need.

Some of the major issues that general education teachers may have with creating instructional accommodations and adaptations in the classroom may include the need for a starting point with examples of how to modify lesson plans for students with special needs in addition to looking at what different types of adaptations there are. Even though most pre-service teachers are taught to create lesson plans for the general education setting, it is also necessary for these teachers to be aware of how to modify

lesson plans for students with individual needs. All children do not learn the same way, therefore general education teachers need to be aware of methods they can use to alter lesson plans to benefit students with special needs. Being aware of different types of accommodations and adaptations is another important part of being a general education teacher, as these specific areas of adaptations will help teachers focus on what exactly they can change in their lesson plans to meet the specific needs of learners.

According to the **Council for Exceptional Children**, there are several **methods** that teachers can consider when creating instructional accommodations and adaptations to meet the needs of diverse learners (*Council for Exceptional Children*, 2011):

- **Altering existing materials**: Teachers can re-write, reorganize, add to, or re-cast the information so that the student can access the regular curriculum material independently. For example, teachers could prepare a study guide and audiotape for students.

- **Mediating existing materials**: Teachers can provide additional instructional support, guidance, and direction to the student in the use of the materials. Teachers can instruction to mediate the barriers presented by the materials so that one may directly lead the student to interact with the materials in different ways. For example, one might have students survey the reading material, collaboratively preview the text, and create an outline of the material to use as a study guide.

- **Selecting alternate materials**: Teachers might select new materials that are more sensitive to the needs of students with disabilities or are inherently designed to compensate for learning problems. For example, use an interactive computer program that cues critical ideas, reads text, inserts graphic organizers, defines and illustrates words, presents and reinforces learning in smaller increments, and provides more opportunities for practice and cumulative review.

The New Jersey Council on Developmental Disabilities lists nine different types of adaptations that teachers might use when addressing the needs of different learners (Curriculum modifications, n.d.):

1. **Input:** Adapting the way the instruction is delivered to the learner (such as using different visual aids).

2. **Output:** Adapting how the learner might respond to instruction (such as allowing a verbal instead of written response).

3. **Time:** Adapting the time allotted for learning, task completion, or testing (such as increasing or decreasing time given for tasks).

4. **Difficulty:** Adapting the skill level, problem type, or rules on how the learner might do the work (such as simplifying directions).

5. **Level of Support:** Increase the amount of personal assistance for a specific learner (such as assigning peer tutors).

6. **Size:** Adapting the number of items that the student will complete (such as reducing the number of answers on a multiple choice test).

7. **Degree of Participation:** Adapting how much the student will be involved in an activity (such as having the student write answers on the board).

8. **Alternate Goals:** Adapting the goals or outcomes expectations while using the same materials (such as asking the student to be able to recall book titles instead of recalling both book and author names).

9. **Substitute Curriculum:** Providing different instruction and materials to meet a learner's individual goals (such as asking a student to read the graphic novel version of a text instead of the entire novel).

3.4 Specifies for Children with Sensory Disabilities

The concept of sensorial disability embraces persons with sensory, visually , and hearing impaired; and they are so important for humans, because those are the receptors that perceive information about the world around us.

The concept of visual impairment refers to both, the blindness and other conditions of vision that do not reach it. According to the timing of deficiency, we can find blindness and visual impairment from birth and acquired, early or late; having great importance, when all this happens; because it would depend all the visual experiences, that may have been acquired before the injury.Within this category, we found visual impairment and hearing impairment.

3.4.1 Visual Impairment

Visual impairment is the lack, deficiency, or decreased vision. For many people the word blind means total lack of vision, visual impairment but is divided into total blindness or amaurosis, blindness.

Classification

Partial blindness, when the vision of the person is low or there is insufficient capacity and need to wear glasses to improve it. Macular degeneration: loss of peripheral vision and central vision is weak or a black hole.

Cataracts occur when the eye's lens becomes cloudy; it is the most common cause of low vision in old age.

Tubular or tunnel vision: it is caused by glaucoma. Damage to the optic nerve at the back of the eye leads to a gradual loss of nerve function and can cause loss of peripheral vision.

Diabetic retinopathy is a common source of low vision in middle age. Diabetes can damage blood vessels in the eye.

Blindness: means there is difficulty distinguishing between colors, especially reds and greens. Cortical blindness is caused by brain damage in the primary visual area of the occipital lobe although the visual organs are in good condition. The vision of the person is vague to light or movement.

Blindness may be caused due to same diseases like Trachoma, Glaucoma, Xeropthalmia etc. or it may cause due to some accidents or some genetic defects/chromosomal abberations. Some systemic disease like diarrhoea, blood sugar and hypertension also may cause blindness.

Lenses

Staff: used to acquire information about the road in front of the user is not detected unbalanced on hanging objects, Guide dogs, blind people can be transported with the help of a dog which has to be trained for several weeks, is very useful if you need to walk long distances. These dogs are not pets but companions; they should not pet him or take him by the collar without the permission of the owner.

Audio books

Braille: A system of touch reading and writing in which letters, words, numbers, etc. Are points that stick out of the paper. The system has 18 abbreviations, contractions calls to save space and speed up the reading or writing.

3.4.2 Children with visual in Inclusive Education

Students with visual impairments have unique educational needs which are most

effectively met using a team approach of professionals, parents and students. In order to meet their unique needs, students must have specialized services, books and materials in appropriate media (including braille), as well as specialized equipment and technology to assure equal access to the core and specialized curricula, and to enable them to most effectively compete with their peers in school and ultimately in society.

There must be a full range of program options and support services so that the Individualized Education Program (IEP) team can select the most appropriate placement in the least restrictive environment for each individual student with a visual impairment.

There must be adequate personnel preparation programs to train staff to provide specialized services which address the unique academic and non-academic curriculum needs of students with visual impairments. There must also be ongoing specialized personnel development opportunities for all staff working with these students as well as specialized parent education.

Providing equal access to all individuals with disabilities is the key element of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. Access involves much more than providing ramps. Access is also the key element of inclusion, which involves much more than placement in a particular setting. The relationship of access and inclusion may not be obvious to individuals who are not familiar with the educational and social impact of a vision loss. Placing a student with a visual impairment in a regular classroom does not, necessarily, provide access and the student is not, necessarily, included. A student with a visual impairment who does not have access to social and physical information because of the visual impairment, is not included, regardless of the physical setting. Students with visual impairments will not be included unless their unique educational needs for access are addressed by specially trained personnel in appropriate environments and unless these students are provided with equal access to core and specialized curricula through appropriate specialized books, materials and equipment.

3.4.3 Hearing impairment or deafness.

It refers to the individual's inability to detect or receive at least some sound frequencies which can usually be heard by members of their species, hearing loss can be classified as mild, moderate to profound.

A deaf person uses vision as the primary mode for learning and communication.

Causes of hearing loss and deafness

If one or both parents have greater risk of hearing loss the child is born deaf.

Hearing impairment is often caused by problems during pregnancy and childbirth.

Premature birth during labor conditions in which a baby does not have enough oxygen to breathe.

Rubella, syphilis or some other infections in a woman during pregnancy. Inappropriate use of toxic drugs (a group of over 130 drugs, such as the antibiotic gentamicin) during pregnancy.

Jaundice, which can damage the auditory nerve in a newborn baby.

Other causes include infections such as meningitis, measles, mumps and chronic ear infections can lead to hearing impairment.

Wax or foreign bodies blocking the ear canal can cause hearing loss at any age. Excessive noise, including working with noisy machinery, exposure to loud music or other noises such as gunfire or explosions can damage the inner ear and weak hearing. As people age, accumulated exposure to noise and other factors can lead to deafness or hearing loss.

Sensori neural hearing loss can be prevented by:

- Meningitis, immunize children against childhood diseases like measles, meningitis, rubella and mumps.

- Immunize women of childbearing age against rubella before pregnancy.

- Detection and treatment of syphilis and certain other infections in pregnant women;

- Improved prenatal and perinatal care.

3.4.4 Hearing Impaired with Inclusive Education

Inclusive Education for Hearing-impaired Children, teachers learn how to support the hearing-impaired child in a mainstream school, addressing specific needs of the hearing-impaired child including academic, social, amplification and physical needs. Teachers also gain specialised knowledge about language and listening and how they form the basis for the development of literacy and academic learning. Music forms an important part of the curriculum and the necessary information is provided to any teacher who

wishes to use music as a way to aid the language, listening and reading development in children.

- The model of inclusive education on which this programme is based, aims at including hearing-impaired learners in a mainstream school through the early identification of hearing loss and ongoing audiological management, parent guidance, speech- language therapy, development of listening skills and educational support.

- This programme is directed at mainstream educators and is also suitable for speech- language therapists, audiologists, educational psychologists, and occupational therapists with previous training in education in their undergraduate studies.

- Qualifying students are provided with applied competence in the effective inclusion of the hearing-impaired child in mainstream education. The student is equipped with knowledge of the principles and practicalities of inclusive education to optimise the education of the hearing-impaired child.

- A module is dedicated to the guidance of parents with a hearing-impaired child.

KNOWLEDGE AND PRACTICAL KNOW-HOW ARE

- the principles of inclusion and how it differs from specialised schooling and integration;

- how the ear and hearing works and the amplification technology available for hearing-impaired children;

- the application of these technologies, and trouble-shooting and assisting the hearing-impaired child in the classroom;

- language and communication development and how they lay the foundation for literacy development and academic achievement. The student is able to develop a language-development programme to enhance and encourage literacy and numeracy development. evaluating and addressing the individual needs of each child (including the hearing-impaired child) in order to support the child holistically to reach her/ his full academic potential;

- differentiated teaching methods in order to ensure full participation of the hearing-impaired learner in the school;

- working as part of an interdisciplinary team along with other team members (of which the parents form an integral part);

- the importance of parental and family involvement in the education of the hearing-impaired child. The students are equipped to guide and support and actively involve the parent in the education of the hearing-impaired child and in understanding him/her ;

- the role of the parent as part of the interdisciplinary team. The students are able to understand the need for parental involvement and also how to accommodate specific needs of each child and each family in education, the role of music in the development of language, listening and literacy skills, and are able to incorporate music and movement as part of the curriculum

1   Inclusion: Fundamentals

In this module students learn to understand the rationale for inclusion of the hearing-impaired child in a mainstream school. Relevancy in today's education as well as considerations based on ethical and financial implications are discussed. Students acquire knowledge on global developments in the area of inclusion and deliberate global trends in inclusion.

2   The Ear and Hearing

Students are provided with information in order to understand the ear in terms of the anatomy, diseases of the ear and treatment of ear pathologies. Students are made aware of the importance of hearing in the classroom and levels of impairment.

3   Amplification Technology

Understanding the importance and use of amplification technologies for children with hearing impairment in and out of the classroom are discussed. The module offers an in-depth knowledge of the technologies available and the working of these devices.

4   Listening, Language and Communication Development

Listening and language are interlinked and listening affects language development. Students learn about the effects that language development have on both literacy and numeracy development. The required interdisciplinary

teamwork to address these issues with the hearing-impaired child is discussed.

5 **Educational Practices for inclusion**

The impact of hearing impairment in classroom practice and aligning the learning environment to support the hearing-impaired child to achieve his/her potential, are covered. Evaluating the child's needs holistically in order to support the hearing-impaired child and adapting the curriculum, teaching methods and assessments to the hearing-impaired child's specific needs, are included.

6 **Parent and Family Guidance and Support**

The aim of this module is to guide and support the parent and family in all aspects of hearing impairment of their child as well as addressing the educational needs of the child. The importance of the parent or guardian as part of the interdisciplinary team working with the hearing-impaired child is stressed.

7 **Music in the Development of Language and Literacy**

The importance of music in speech, language and listening development and its effects on academic performance are clarified. The role of music in overall academic performance is explained. The effect of music in the holistic development of the child is discussed.

3.5 Specifies for Children with Neuro-Developmental Disabilities

Neurodevelopmental disorders are impairments of the growth and development of the brain or central nervous system. A narrower use of the term refers to a disorder of brain function that affects emotion, learning ability, self-control and memory and that unfolds as the individual grows. The term is sometimes erroneously used as an exclusive synonym for autism and autism spectrum disorders.

Disorders considered neurodevelopmental in origin, or that have neurodevelopmental consequences when they occur in infancy and childhood, include:

- Intellectual disability (ID) or intellectual and developmental disability (IDD)

- Autism and autism spectrum disorders such as Asperger syndrome

- Fetal alcohol spectrum disorder

- Motor disorders including developmental coordination disorder, stereotypic movement disorder and the tic disorders including Tourette syndrome.

- Traumatic brain injury (including congenital injuries such as those that cause cerebral palsy)

- Communication, speech and language disorders

- Genetic disorders, such as fragile-X syndrome

- Down syndrome

- Attention deficit hyperactivity disorder

- Mendelsohnn's syndrome

- Schizophrenia

- Schizotypal disorder

- HIV

- Malaria

Neurodevelopmental disorders are associated with widely varying degrees of difficulty which may have significant mental, emotional, physical, and economic consequences for individuals, and in turn their families and society in general.

Causes

The development of the brain is orchestrated, tightly regulated, and genetically encoded process with clear influence from the environment. This suggests that any deviation from this program early in life can result in neuro-developmental disorders and, depending on specific timing, might lead to distinct pathology later in life. Because of that, there are many causes of neuro-developmental disorder, which can range from deprivation, genetic and metabolic diseases, immune disorders, infectious diseases, nutritional factors, physical trauma, and toxic and environmental factors.

Some neuro-developmental disorders-such as autism and other pervasive developmental disorders-are considered multifactorial syndromes (with many causes but more specific neurodevelopmental manifestation)

Deprivation

Behavioral retardation, as in the reactive attachment disorders, has been observed in emotionally deprived children living with their families. However, prominent modern

thought attributes other causative mechanisms to autism and autistic spectrum disorders.

However, nurture is not the only cause of deprivation that leads to neuro-developmental sequellae. A common example of sensory deprivation due to biologic factors is blindness. Blind infants are at risk for poor developmental outcomes that if left untreated can lead to severe, autistic-like behaviors. Despite its biologic basis, caregivers can ameliorate blindness-related sensory deprivation. This can lead to positive neurodevelopmental outcome, as in the cases of author Helen Keller, who was trained in the use of tactilesign language, and musicians such as Arthel "Doc" Watson and Ray Charles who remained emotionally connected to others via their sense of hearing.

Genetic disorders

A prominent example of a genetically determined neuro-developmental disorder is Trisomy 21, also known as Down syndrome. This disorder usually results from an extra chromosome 21, although in uncommon instances it is related to other chromosomal abnormalities such as translocation of the genetic material. It is characterized by short stature, epicanthal (eyelid) folds, abnormal fingerprints, and palm prints, heart defects, poor muscle tone (delay of neurological development) and mental retardation (delay of intellectual development).

Less commonly known genetically determined neurodevelopmental disorders include Fragile X syndrome, Rett syndrome, and Williams syndrome. Fragile X syndrome was first described in 1943 by J.P. Martin and J. Bell, studying persons with family history of sex-linked "mental defects".Rett syndrome, another X-linked disorder, produces severe functional limitations. Williams syndrome is caused by small deletions of genetic material from chromosome 7.

Immune dysfunction

Immune reactions during pregnancy, both maternal and of the developing child, may produce neuro-developmental disorders. One typical immune reaction in infants and children is PANDAS, or Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcal infection. Another disorder is Sydenham's chorea, which results in more abnormal movements of the body and fewer psychological sequellae. Both are immune reactions against brain tissue that follow infection by Streptococcus bacteria. Susceptibility to these immune diseases may be genetically determined, so sometimes several family members may suffer from one or both of them following an epidemic of Strep infection.

Infectious diseases

number of infectious diseases can be transmitted either congenitally or in early childhood, and can cause serious neurodevelopmental disorders, such as schizophrenia. Congenital toxoplasmosis may result in formation of cysts in the brain and other organs, causing a variety of neurological deficits. Congenital syphilis may progress to neurosyphilis if it remains untreated. Measles can progress to sub acute sclerosing panencephalitis. Congenital rubella syndrome can produce schizophrenia in addition to multiple other symptoms.

Metabolic disorders

Metabolic disorders, present in either the mother or the child, can cause neurodevelopmental disorders. Two examples are diabetes mellitus (a multifactorial disorder) and phenylketonuria (an inborn error of metabolism). Many such inherited diseases may directly affect the child's metabolism and neural development but less commonly they can indirectly affect the child during gestation. (See also teratology).

In a child, type 1 diabetes can produce neurodevelopmental damage by the effects of excess or insufficient glucose. The problems continue and may worsen throughout childhood if the diabetes is not well controlled. Type 2 diabetes may be preceded in its onset by impaired cognitive functioning.

However a non-diabetic fetus can also be subjected to glucose effects if its mother has undetected gestational diabetes. Maternal diabetes causes excessive birth size, making it harder for the infant to pass through the birth canal without injury or it can directly produce early neurodevelopmental deficits. Usually the neurodevelopmental symptoms will decrease in later childhood.

Phenylketonuria, also known as PKU, is an inborn error of metabolism that can induce neurodevelopmental disorders in children. Children with PKU require a strict diet to prevent mental retardation and other disorders. In the maternal form of PKU, excessive maternal phenylalanine can be absorbed by the fetus even if the fetus has not inherited the disease. This can produce mental retardation and other disorders.

Nutrition

Nutritional deficits may cause neurodevelopmental disorders, such as spina bifida, which is common, and anencephaly, which is rare. Both disorders are neural tube defects with malformation and dysfunction of the nervous system and its supporting structures, leading to serious physical disability as well as its emotional sequellae. The most common

nutritional cause of neural tube defects is maternal deficiency of folic acid, a B vitamin usually found in fruits, vegetables, whole grains, and milk products. (Neural tube defects are also caused by medications and other environmental causes, many of which interfere with folate metabolism, thus they are considered to have multifactorial causes.) Another deficiency, iodine deficiency, produces a spectrum of neuro-developmental disorders ranging from mild emotional disturbance to severe mental retardation.

Excesses in both maternal and infant diets may cause disorders as well, with foods or food supplements proving toxic in large amounts. For instance in 1973 K.L. Jones and D.W. Smith of the University of Washington Medical School in Seattle found a pattern of "craniofacial, limb, and cardiovascular defects associated with prenatal onset growth deficiency and developmental delay" in children of alcoholic mothers. This disorder, now called fetal alcohol syndrome, has significant symptom overlap with several other entirely unrelated neurodevelopmental disorders. It has been discovered that iron supplementation in baby formula is linked to lowered I.Q. and other neurodevelopmental delays.

Trauma

Brain trauma in the developing human is a common cause (over 400,000 injuries per year in the US alone, without clear information as to how many produce developmental sequellae) of neurodevelopmental syndromes. It may be subdivided into two major categories, congenital injury (including injury resulting from otherwise uncomplicated premature birth) and injury occurring in infancy or childhood. Common causes of congenital injury are asphyxia (obstruction of the trachea), hypoxia (lack of oxygen to the brain) and the mechanical trauma of the birth process itself.

3.5.1 ASD or other neurodevelopment disorder Students in Mainstream Classrooms

For children who present at the high-functioning end of the spectrum, the classic "Asperger's kids," inclusion in a mainstream classroom is a good option. Special accommodations for children with ASD or other neurodevelopment disorder may include modifying homework and classroom assignments, providing extra time for assignments, and working with a special education specialist to devise lesson plans. Children with ASD may be taught in classrooms with a mainstream teacher who is also certified in special education.

Many students with autism or other neurodevelopment students , however, will not be able to succeed in a mainstream classroom setting. These children may have significant cognitive impairment, an extreme learning disability, or a physical disability in addition to ASD. In some cases the disorder may be so severe that the child has never learned to communicate verbally. For such children a special education classroom or institutional setting may be the only option.

Whatever early intervention therapy or teaching method is used to assist a child with ASD or others neurodevelopmental students , clear communication among parents, teachers and therapists is essential. Students on the autism spectrum lack the ability to understand how their lack of social and communication skills affects their relationship with others, and careful examination of such students' progress is necessary to make sure they are not being bullied or taken advantage of in peer interactions. Every opportunity must be made to help a child with ASD have a positive experience on which they can lay a foundation for future developmental growth.

3.6 Specifies for children with Loco-Motor & Multiple Disabilities

3.6.1 Locomotor disability:

Means a person's inability to execute distinctive activities associated with moving, both himself/herself and objects, from place to place, and such inability resulting from affliction of either bones, joints, muscles or nerves.

Main Causes

Locomotor disability may arise from the following conditions

- Cerebral Palsy
- Polio
- Amputation
- Paralysis
- Congenial Deformities

Categories of Locomotor Disability for Evaluation

Assessment of Permanent Physical Impairment of Upper Limb
The estimation is purely a measurement of functional impairment and is not expression

of personal opinion.

The estimation and measurement should be made when the clinical condition has reached the stage of maximum improvement from the medical treatment. Normally the time period is to be decided by the medical doctor who is evaluating the case for issuing the PPI Certificate as per standard format of the certificate.

1. The upper limb is divided into two component parts; the arm component and the hand component.

2. Measurement of the loss of function of arm component consists of measuring the loss of motion, muscle strength and co-coordinated activities.

3. Measurement of loss of function of hand component consists of determining the prehension, sensation and strength. For estimation of prehension opposition, lateral pinch cylindrical grasp, spherical grasp and hook grasp have to be assessed as shown in Hand Component of Form A Assessment Proforma for upper extremity.

4. The impairment of the entire extremity depends on the combination of the functional impairments of both components.

Arm Component

Total value of arm component is 90%

Principles of evaluation of range of motion (ROM) of joints

1. The value of maximum ROM in the arm component is 90%

2. Each of the three joints of the arm is weighed equally (30%)

3.6.2 Multiple Disabilities

"Multiple disabilities" means concomitant impairments (such as mental retardation blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.

Multiple disabilities is a term for a person with several disabilities, such as a sensory disability associated with a motor disability.Depending on the definition, a severe intellectual disability may be included in the term "multiple disabilities". Individual usually has more than one significant disability, such as movement difficulties, sensory loss, and/or a behavior or emotional disorder.

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Characteristics

People with severe or multiple disabilities may exhibit a wide range of characteristics, depending on the combination and severity of disabilities, and the person's age. There are, however, some traits they may share, including:

Psychological

- May Feel ostracized
- Tendency to Withdraw from society
- Students with multiple disabilities may become fearful, angry, and upset in the face of forced or unexpected changes.
- May execute self-injurious behavior

Behavioral

- May display an immature behavior inconsistent with chronological age
- May exhibit an impulsive behavior and low frustration level
- May have difficulty forming interpersonal relationships
- May have limited self-care skills and independent community living skills

Physical/health

- A variety of medical problems may accompany severe disabilities. Examples include seizures, sensory loss, hydrocephalus, and scoliosis.
- May be physically clumsy and awkward
- May be unsuccessful in games involving motor skills

Challenges

Families

- A variety of medical problems may accompany severe disabilities. Examples include seizures, sensory loss, hydrocephalus,and scoliosis. Time is needed to ensure their safety at home in times of condition like seizures.
- Financially, the medical/transport fees may place burdens on the family.
- The effort needed to ensure safety of the person will require family members to take turns to look after that person.

- Individuals have only limited speech or communication
- Requires a lot of patience with individuals with multiple disabilities

Individuals

- Difficulty in basic physical mobility
- May experience fine-motor deficits that can cause penmanship problems
- May have slow clerical speed.
- May tend to forget skills through disuse
- May have trouble generalizing skills from one situation to another
- May lack high level thinking and comprehension skills
- May have poor problem-solving skills
- Ability to engage in abstract thinking is limited
- May be poor test taker due to limiting factors of the disabilities
- May have difficulty locating the direction of sound
- May have speech that is characterized by substitution, omissions
- May have difficulty learning about objects and object relationships
- May lack maturity in establishing career goals
- May face problems in socializing with peers

Accommodations/strategies

- A multi-disciplinary team consisting of the student's parents, educational specialists, and medical specialists in the areas in which the individual demonstrates problems should work together to plan and coordinate necessary services.
- Involvement of the appropriate professionals (E.g. occupational therapists, speech/ language therapist etc.)
- The arrangement of places school and homes must be easily accessible.
- Have a buddy system that ensures their needs are heard and that they get aid when needed.
- Give Simple and Specific and Systematic instructions to what you exactly want the person to do.

- Use visual aids when communicating with the child.

- Engage the child regularly in oral language activity.

3.7 Engaging Gifted / Talented Children

The term 'gifted and talented," when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services

There are a number of characteristics that can signal to a professional that a young child might be gifted. There are behaviours that can be observed that indicate when a child's thinking or learning is advanced. Examples include:

- early development of language

- abstract thinking

- strong memory

- a capacity to focus and concentrate on tasks of interest

- intellectual curiosity

- a strong motivation to learn.

Although development may be rapid in some areas, young gifted children have the same learning to master as all children. How they manage this learning and when these behaviours appear can be different because their cognitive development can be advanced in particular ways. For instance young gifted children may start talking earlier, or may begin at much the same age as other children but then their language development can be more rapid and they quickly become very articulate.

Young gifted children can also behave in a more sophisticated way than their peers. This can have different outcomes. For instance it could result in them taking on the role of the leader in play, or it may put them out of step with other children, making social interaction more difficult.

In many cases, where professionals and families have recognised a child's advanced development or learning and are responding in an appropriate way, it may not be useful to seek a formal identification of giftedness through assessments such as IQ tests. Formal

assessment of giftedness may be more appropriate later on, when the child is older, about to transition to school or is attending school. If the child and their family are receiving appropriate support, formal testing may not be required, particularly in the early years.

On the other hand, there are situations when formal testing is appropriate, such as when very high levels of giftedness or a learning difficulty are suspected, or if such testing is required for entry to specific programs.

Myth:

Gifted and talented children are not found in disadvantaged areas, they are products of upper, middle class or professional families.

Fact:

Gifted children occur in the same numbers in all socio-economic and cultural groups. The challenge for early childhood professionals is to be aware and know how to identify children who are gifted and talented.

Considerations in identification

In identifying giftedness and/or talent in young children, professionals should consider a number of factors that can affect the process.

- Individual assessments and observations are 'snapshots' only, and provide information about what the child can do at this time. To really identify a young gifted and/or talented child requires a collection of evidence over time.

- For various reasons, young children may not perform 'on demand', and thus not demonstrate their full potential.

- The development of young gifted and talented children can be very uneven, with peaks and troughs, stops and starts. Multiple assessments and observations over time are necessary to identify advanced development or learning.

- Where gifted and talented children also have disabilities (dual exceptionality), the disability can hide or mask the giftedness or talent. Educators should be aware that gifted and talented children can show learning that may not fit within conventional ideas about achievement.

- Cultural and other biases can interfere with a professional's ability to identify giftedness and talent in young children. Families' different cultural backgrounds can lead to a diversity of expressions of giftedness and talent, and may not fit narrow or pre-determined ideas. In some cultures, children may be discouraged from displaying their abilities.

- Stereotypes about giftedness and talent can lead to failure to identify young gifted children, particularly where the signs of giftedness are subtle. Young gifted children are not 'geniuses'. Not all gifted children are early readers or good at maths.

- Young gifted children may lack opportunity or support to demonstrate their gifted potential, or develop this potential into talent, and thus not be identified.

In the world of education, a gifted and talented child is defined as someone who has exceptional aptitude or talent in one or more areas. While some gifted children are separated from their peers and educated in special gifted and talented classrooms, others are served by getting involved in special enrichment classes and activities, either during or after school.

Recognizing a student's giftedness by pulling a student out of the general education classroom can often have negative side effects. Keeping gifted students in the classroom through a full-inclusion program, however, can negate some of those side effects. In a full-inclusion classroom, gifted students stay in the classroom with students of all abilities and the classroom instruction is differentiated, allowing gifting students to receive instruction at their level while still interacting with their peers.

Celebrating Areas of Giftedness

One of the benefits of teaching gifted children in a full-inclusion classroom is the ability to focus on their specific areas of giftedness. While some students are gifted in multiple areas, many students may only be gifted in one or two key areas. Unfortunately, when students are identified as gifted, they are often treated as if they are gifted in every area and therefore receive high-level instruction in every area, even if they are not ready for it. In a full-inclusion classroom, instruction in every subject is differentiated, allowing gifted students to work at higher-levels in areas where they are gifted and work at other levels in areas where they are not.

Positive Interaction with Peers

Being gifted is not easy. Often when gifted children are pulled out of the general education

classroom they face ridicule from their peers. While teaching gifted children in full-inclusion classrooms does not guarantee they will never be called a "nerd" or made fun of for their giftedness, it does not make their giftedness as obvious to their peers. They have the opportunity to socialize with other students their age and learn to work and interact with students of all different ability levels. In the full-inclusion classroom, every child has his/her own strengths and weaknesses.

Enhancing the Curriculum

When done effectively, full-inclusion programs have the potential to enhance the curriculum for all students, not just gifted students. Special classes and pull-out programs for gifted students typically follow a set curriculum and just work at a higher level than general education classrooms, but they do not always meet the needs of gifted students. Full-inclusion classrooms operate with differentiated instruction, allowing teachers to focus on adapting the curriculum to meet the needs of individual gifted children and all students in the classroom, thereby enhancing the curriculum and improving the instruction all students receive.

Full Inclusion Done Right

For teachers, a full-inclusion classroom full of students with learning disabilities, gifted students and those who are just average can be overwhelming. In order for full-inclusion classes to become overwhelming for gifted students, teachers must be committed to teaching gifted children and all children at their levels through differentiated instruction.

3.8 Let us Sum Up

Adaptation: all students should have equitable access to learning, opportunities for achievement and thepursuit of excellence in all aspects of their educational programs. Adaptations are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are "best practice" in teaching. A student working on learning outcomes of any grade or course level may be supported through use of adaptations.

Accommodations can help kids learn the same material and meet the same expectations as their classmates. If a student has reading issues, for example, she might listen to an audio recording of a text. There are different types of classroom accommodations, including presentation (like listening to an audio recording of a text) and setting (like

where a student sits).

Modification: Kids who are far behind their peers may need changes, or modifications, to the curriculum. For example, a student could be assigned shorter or easier reading assignments. Kids who receive modifications are not expected to learn the same material as their classmates.

In this three parts are very much important in inclusive education .

3.9 ''Check your Progress''

Q. Discuss about Adaptation , Accommodations and Modifications

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1. What is Sensory Disabilities?

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2. Discuss about Neuro - Developmental Disabilities.

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3. Write a brief note on Multiple Disabilities.

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4. Who are they Gifted Children ?

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    ....

5. Make difference between multiple disability and multi sensori impartment?

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Unit - 4 ❏ Inclusive Academic Instructions

Structure

4.1 Introduction

According to Loreman and Deepeler, (2001), Inclusion means full inclusion of children with diverse abilities in all aspects of schooling that other children are able to access and enjoy. It involves regular schools and classrooms genuinely adapting and changing to meet the needs of all children, as well as celebrating and valuing differences. This definition of inclusion does not imply that children with diverse abilities will not receive specialized assistance or teaching outside of the classroom when required, but rather that this is just one of many options that are available to, and in fact required of, all children.

The history of education for persons with disabilities is a progression from segregation to integration and now to inclusion. Inclusion refers to the opportunity for persons with a disability to participate fully in all of the educational employment, consumer, recreational, community and domestic activities that typify every society (ILSMH 1994)

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Inclusive education is concerned with removing all barriers to learning, and with the participation of all learners vulnerable to exclusion and marginalization. It is a strategic approach designed to facilitate learning success for all children. It addresses the common goals of decreasing and overcoming all exclusion from the human right to education, at least at the elementary level and enhancing access, participation and learning success in quality basic education for all 2000 Bulletin, UNESCO NO.32, 1998.

An ideal inclusive education concept aims at facilitating total integration of the child in the community. The upcoming inclusive education programs in India are avoiding separation of children with disabilities from their families for the purpose of education.

In India many schools are implementing the inclusive education, which also aims towards universalization of primary education of both disabled and non-disabled students.

Inclusion requires a climate of acceptance. As stated earlier, the ideal inclusive education in India would be possible only when all general education teachers are capable of serving students with special needs. In addressing the challenges of educating these children, the schools become effective schools and the teachers become effective teachers. Attitude is the basic and pervasive aspects for determining the effectiveness of inclusive education. All the research evidence point towards a considerable potential for a greater amount of cooperative work between teachers and students.

4.2 Objectives

After going through this unit you will be able to

- define universal design for learning and its implication in inclusive set up.
- explain the different co-teaching methods along with its advantages and disadvantages.
- discuss about differentiated instruction.
- state about peer mediated instructions and its types.
- explain the importance of ICT for instruction.

4.3 Universal design for learning : Multiple Means of Access, Expression, Engagement & Assessment

4.3.1 Meaning and Definition of Universal Design for learning

Universal Design for Learning is a much-touted approach to providing appropriate and accessible education to all students, including those with disabilities, in the context of the demands of the 21st Century educational environment. UDL provides a blueprint (framework) for creating flexible goals, methods, materials, and assessments that accommodate learner differences (Cast, 2002).

Universal design for learning is an approach to ensure that educational programs serve all students.

UDL definition

"the proactive design of curricula (including learning goals, instructional methods and materials, and assessments) that are accessible and usable by all students with

little or no need for additional accommodations and are compatible with available assistive technology" in Forum, June 2008

4.3.2 Universal Design in Education

The goal of education in the 21st century is not simply the mastery of content knowledge or use of new technologies. It is the mastery of the learning process. Education should help turn novice learners into expert learners—individuals who want to learn, who know how to learn strategically, and who, in their own highly individual and flexible ways, are well prepared for a lifetime of learning. Universal Design for Learning (UDL) helps educators meet this goal by providing a framework for understanding how to create curricula that meets the needs of all learners from the start.

4.3.3 Features of Universal Design for Learning

- UDL assumes a continuum of learning differences in the classroom.
- UDL relies on curriculum being presented in a flexible, engaging and challenging manner.

- UDL maintains high expectations for all students.

- UDL design for those in the margins, works better for everyone

- UDL is inclusive by design.

Inclusive Education

"The new challenge of inclusion is to create schools in which our day-to-day efforts no longer assume that a particular text, activity, or teaching mode will "work" to support any particular students' learninsg"

Ferguson, 1995

Universal Design for Learning

- **Is what?**

  A scientifically valid framework that

- **Does what?**

  Provides multiple means of access, assessment, and engagement and removes barriers in instruction

- **For what?**

  To achieve academic and behavioral success for all

4.3.4 Principle of Universal Design for Learning

Universal Design for Learning calls for

- Multiple means of access or representation, to give learners various ways of acquiring information and knowledge.

- Multiple means of action and expression, to provide learners alternatives for demonstrating what they know,

- Multiple means of engagement and assessment, to tap into learners' interests, offer appropriate challenges, and increase motivation.

Principle I: Provide Multiple Means of Representation (the "what" of learning)

Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; providing options for representation is essential.

Principle II: Provide Multiple Means of Action and Expression (the "how" of learning)

Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential.

Principle III: Provide Multiple Means of Engagement / Assessmen (the "why" of learning)

Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors. Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is

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not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.

In UDL we are seeking to create expert learners, individuals who- whatever the particular strengths and weaknesses, know themselves, and know how to learn.

4.4 Co-Teaching Methods : One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching

4.4.1 Meaning of Co-Teaching

When a general education teacher and a special education teacher work together to plan and deliver instruction to a diverse population in a general education setting. It involves the distribution of responsibility among people for planning, instruction, and evaluation for a classroom of students. Another way of saying this is that co-teaching is a fun way for students to learn from two or more people who may have different ways of thinking or teaching. Some people say that co-teaching is a creative way to connect with and support others to help all children learn. Others say that co-teaching is a way to make schools more effective. A common example of co-teaching today is played out in many inclusive classrooms where a General Education teacher and a Special Education teacher share responsibility for classroom management and instruction.

Co-teaching may be defined as two or more people who agree to

1. Coordinate their work to achieve at least one common, publicly agreed-on goal.

2. Share a belief system that each of the co-teaching team members has unique and needed expertise.

3. Demonstrate parity by alternatively engaging in the dual roles of teacher and learner, expert and novice, giver and recipient of knowledge or skills.

4. Use a distributed functions theory of leadership in which the task and relationship functions of the traditional lone teacher are distributed among all co-teaching group members.

5. Use a cooperative process that includes face-to-face interaction, positive interdependence, performance, as well as monitoring and processing of interpersonal skills, and individual accountability.

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4.4.2 Benefits of Co-Teaching

The benefits of co-teaching for Teachers are:

- It is easier to monitor students' behavior
- It builds relationships and opportunities for professional and/or personal growth
- It provides more support during instructional activities
- It gives support to provide students' accommodations
- It helps to receive feedback from each other
- It provides more flexible grouping
- It covers content more effectively to support mastery learning

The benefits of Co-Teaching for Students:

- It gives access to the general education curriculum
- It provides more instructional support
- It enhances learning from peers
- It provides more opportunities for social interactions
- It increase respect and understanding for all students

4.4.3. Co-Teaching Methods

Marilyn Friend and Lynne Cook (1996a) have presented different methods of co-teaching that provide ways for two teachers to work together in a classroom. They include:

- **4.4.3.1   One teach One Assist**
- **4.4.3.2   Station Teaching**
- **4.4.3.3   Parallel Teaching**
- **4.4.3.4   Alternative Teaching**
- **4.4.3.5   Team teaching**

4.4.3.1 One teach One Assist

With this model one teacher has the primary responsibility for planning and teaching, while the other teacher moves around the classroom helping individuals and observing particular behaviors. For example, one teacher could present the lesson while the other

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walks around or one teacher presents the lesson while the other distributes materials.

Some advantages of this approach are:

- Students receive individual help in a timely manner

- It's easier to keep students on task because of the proximity of the teacher.

- It saves time when distributing materials.

Some disadvantages of this approach are:

- Through the eyes of the students, one teacher has more control than the other.

- Students often relate to one person as the teacher and the other as a teacher's aide.

- Having a teacher walk around during the lesson may be distracting to some students.

4.4.3.2 Station Teaching

Both teachers divide the instructional content, and each takes responsibility for

planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. Both the teachers are at particular stations; the other stations are run independently by the students or by a teacher's aide. For example, three or more science stations, each containing a different experiment, could be organized with both the teachers working with the two stations that need the most supervision. It is also possible to use an aide or parent volunteer or trainee teacher to supervise stations.

Some advantages of this approach are:

- Each teacher has a clear teaching responsibility.

- Students have the benefit of working in small groups.

- Teachers can cover more material in a shorter period of time.

Some disadvantages of this approach are:

- To work effectively, this approach requires a lot of preplanning.

- All materials must be prepared and organized in advance.

- The noise level will be at a maximum.

4.4.3.3 Parallel Teaching

In parallel teaching, both the teachers plan jointly but split the classroom in half

to teach the same information at the same time. For example, both teachers could be explaining the same math problem-solving lesson in two different parts of the room. If the room had two computers, each teacher could use a computer to model the use of the Internet or a new piece of software to half of the class. Each half of the class could be involved in a literature study group during a text study.

Some advantages of this approach are:

• Preplanning provides better teaching.

• It allows teachers to work with smaller groups.

• Each teacher has the comfort level of working separately to teach the same lesson.

Some disadvantages of this approach are:

• Both teachers need to be competent in the content so the students will learn equally.

• The pace of the lesson must be the same so they finish at the same time.

• There must be enough flexible space in the classroom to accommodate two groups.

4.4.3.4 Alternative Teaching

In alternative teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson. For example, a teacher could take an individual student out to catch him/her up on a missed assignment. A teacher could work with an individual or a small group for assessment purposes or to teach social skills. A small group of students could work together for remedial or extended challenge work.

Some advantages of this approach are:

• Working with small groups or with individuals helps meet the personal needs of students.

• Both teachers can remain in the classroom so one teacher can informally observe the other modeling good teaching.

Some disadvantages of this approach are:

• Groups must vary with purpose and composition or the students in the group will quickly become labeled (e.g., the "smart" group).

- The students might view the teacher working with the larger group as the teacher in control.

- Noise level must be controlled if both teachers are working in the classroom.

4.4.3.5 Team Teaching

Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline. This approach can be very effective with the classroom teacher and a student teacher or two student teachers working together.

Some advantages of this approach are:

- Each teacher has an active role.

- Students view both teachers as equals.

- Both teachers are actively involved in classroom organization and management.

Some disadvantages of this approach are:

- Preplanning takes a considerable amount of time.

- Teachers' roles need to be clearly defined for shared responsibility

4.5 Differentiated Instruction : Content, Process & Product

4.5.1 Meaning of Differentiated Instruction

Differentiated instruction is an instructional theory that allows teachers to face this challenge by taking diverse student factors into account when planning and delivering instruction. Based on this theory, teachers can structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom. Differentiating instruction means creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning.

4.5.2 Four Ways to Differentiate Instruction:

Differentiation can occur in the content, process, product or environment in the classroom.

1. Differentiating the Content/Topic

Content can be described as the knowledge, skills and attitudes we want children to learn. Differentiating content requires that students are pre-tested so the teacher can identify the students who do not require direct instruction. Students demonstrating understanding of the concept can skip the instruction step and proceed to apply the concepts to the task of solving a problem. This strategy is often referred to as compacting the curriculum. Another way to differentiate content is simply to permit the apt student to accelerate their rate of progress. They can work ahead independently on some projects, i.e. they cover the content faster than their peers.

2. Differentiating the Process/Activities

Differentiating the processes means varying learning activities or strategies to provide appropriate methods for students to explore the concepts. It is important to give students alternative paths to manipulate the ideas embedded within the concept. For example students may use graphic organizers, maps, diagrams or charts to display their comprehension of concepts covered. Varying the complexity of the graphic organizer can very effectively facilitate differing levels of cognitive processing for students of differing ability.

3. Differentiating the Product

Differentiating the product means varying the complexity of the product that students create to demonstrate mastery of the concepts. Students working below grade level may have reduced performance expectations, while students above grade level may be asked to produce work that requires more complex or more advanced thinking. There are many sources of alternative product ideas available to teachers. However sometimes it is motivating for students to be offered choice of product.

4. Differentiating By Manipulating the Environment or Through Accommodating Individual Learning Styles

There has been a great deal of work on learning styles over the last 2 decades. Dunn and Dunn focused on manipulating the school environment at about the same time

as Joseph Renzulli recommended varying teaching strategies. Howard Gardner identified individual talents or aptitudes in his Multiple Intelligences theories. It has been concluded that differentiation may be done by manipulating the environment of by accommodating individual learning styles in the learning process.

4.6 Peer Mediated Instruction : Class Wide Peer Tutoring, Peer Assistged Learning Strategies

4.6.1 Meaning and Definition of Peer Mediated Instruction

Teachers in general and special education classrooms are continually faced with instructional challenges as the diversity of students in classrooms widens. Researchers and practitioners are interested in implementing best practices that improve educational outcomes for all learners. One solution to overcoming these challenges is the implementation of Peer-Mediated Instruction and Intervention (PMII). Peer-mediated instruction is a widely applied and researched educational intervention in both general and special education settings.

Peer-Mediated Instruction and Intervention is an alternative classroom arrangement in which students take an instructional role with classmates or other students. Many approaches have been developed in which students work in pairs (dyads) or small cooperative learning groups. To be most effective, students must be taught roles in the instructional episode; to be systematic, elicit responses, and provide feedback. Research supports the use of these approaches as alternative practice activities, however, does not condone the use of peers for providing instruction in "new" instructional content.

Myreddi, V, Goodlad and Hirst, 1989 described peer tutoring or peer mediated instruction as *"The system of instruction in which learners help each other and learn by teaching."* Probably the most succinct definition of peer tutoring comes from Damon and Pheleps *"Peer tutoring is an approach in which one child instructs another child on material on which the first is an expert and the second is novice.*

4.6.2 Advantages of Peer Mediated Instruction

Peer mediated instruction has been a favoured practice in inclusive setting due to its potential advantages. Peer mediated instruction benefits children with special needs and all other children. It has the potential to deliver many of the benefits normally associated with expert tutoring by teachers. If teachers organize the contents of the

program peer tutors can provide appropriate activities tailored to meet the individual needs of children with special needs. They can ensure a high level of tutee participation in the learning process, and individual guidance and personal care can be provided.

Peer mediated instruction normally promotes healthy social relationships between students with special needs and their peer tutors. It also encourages positive interaction between regular class students and those with special needs, and allows individuals to work together in cooperative work environments. Peer mediated instruction encourages close personal relationships, personal interdependence and shared responsibility for learning outcomes.

Peer mediated instruction reduces deficiencies in children with special needs and such children are active and participate in many regular class activities.

4.6.3 Types of Peer Mediated Instruction

Ryan, Reid, and Epstein (2004), has summarized some peer tutoring formats, which are commonly in practice. These formats are as follows:

4.6.3.1 Class wide Peer Tutoring (CWPT): In this format of peer tutoring entire class participates in tutoring dyads. During each tutoring session students can participate as both Peer Tutor and tutees, or they can participate as only the tutor or the tutee. Class wide Peer Tutoring is a variation of peer-mediated instruction that has been used in elementary, middle school, and high school classrooms. In CWPT students form pairs and take turns in the roles of tutor and student.

The CWPT program was originally developed and used with special education students in their mainstream classrooms. It was very evident early on that the procedures were not only effective for the targeted students, but for the entire classroom of students regardless of their ability levels. Thus, CWPT has been researched and proven effective with the following student populations:

- Students with special needs
- Educationally labeled students
- Students at risk of school failure
- Students who are culturally and linguistically diverse
- Students with ADD and ADHD

- Students from pre-school to high school age levels and beyond

4.6.3.2 Peer Assisted Learning Strategies

It is a modified version of CWPT developed by Fuchs et al (1997) where teachers identify the children who require help in specific skills and the most appropriate children to help them learn those skills. Pairs are changed regularly, and over time as student work on a variety of skills all students have the opportunity to be "coaches" and "players". Pupils are divided into higher ability and lower ability pairings.

It's a version of classwide peer tutoring where teachers evaluate and identify students who need help with specific skills and determine the most appropriate students in the class to assist them with those skills. The students are paired as "coaches" and "players" but rotate roles as activities change and students are required to work on a variety of skills.

PALS is designed to complement, not replace, the existing math or reading curriculum by providing opportunities for students to practice what the teacher has taught. Research supports that the use of pairs in the classroom provides more focus on individual student needs rather than a teacher-directed activity that may address the needs of a few students but not be able to meet the needs of all student.

Peer-Assisted Learning Strategies (PALS) is a supplemental peer-tutoring program in which student pairs perform a structured set of activities in reading or math (PALS Reading and PALS Math, respectively The designation of tutoring pairs and skill assignment is based on teacher judgment of student needs and abilities, and teachers reassign tutoring pairs regularly.

Although PALS is for students with diverse academic needs, this intervention report focuses on the use of PALS to improve the reading and mathematics skills of students with learning disabilities.

Some benefits attributed to the PALS program include:

- Actively involves all students in tasks they can perform successfully.

- Increases student opportunity to read and practice basic math skills.

- Motivates students to do better in reading and math.

- Expands instructional resources in the classroom.

- Provides for positive and productive peer interaction.

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- Creates opportunity for lower functioning students to assume an integral role in a valued activity.

- Allows students with disabilities to spend more time in least restrictive environment and increases their access to the general education curriculum.

- Helps teachers accommodate academic diversity.

- Accelerates student achievement in reading and math.

- Is affordable and easily implemented.

- Is found to be an enjoyable activity by teachers and students.

4.7 ICT for Instructions

4.7.1 Meaning of ICT and its Application in Education.

Educational systems around the world are under increasing pressure to use the new information and communication technologies (ICTs) to teach students the knowledge and skills they need in the 21st century. The 1998 UNESCO World Education Report, Teachers and Teaching in a Changing World, describes the radical implications the new information and communication technologies have for conventional teaching and learning. It predicts the transformation of the teaching-learning process and the way teachers and learners gain access to knowledge and information.

The use of computer based technology has become the need of the day due to different reasons. The technological advancement has brought the use of sophisticated hardware and software like radio, television, tape recorder, films, and transparency in the field of education. The professionals/teachers of today employ numerous information communication technology (ICT) supported methods and materials in the classroom to enhance the teaching-learning process in a more effective way. As we are entering into the era of inclusion and as it has become the fundamental right of each child to be educated, children with disabilities are being enrolled in the regular schools through the centrally sponsored scheme of the Government of India called Sarva Shiksha Abhiyan. Since, the professionals/teachers in the regular schools lag in the skills to teach the children with special needs, the knowledge about the ICT supported teaching methods for the disabled children would be of great boon to them to handle the entire class without any discrimination.

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Inclusive education is a strategy based on human rights and democratic principles that confronts all forms of discrimination. Inclusive education is concerned with removing all barriers to learning, and with the participation of all learners vulnerable to exclusion and marginalization. It is a strategic approach designed to facilitate learning success for all children. Hence, it becomes the duty of a regular teacher to handle children with special needs along with normal children in his/her classroom.

So the ICT that he uses should also meet the diverse needs of children with disabilities such as children with learning disabilities, mild intellectual disability, autism, hearing impairment and visual impairment.

4.7.2 ICT in educating children with special needs

Educating all students by today's standards and for tomorrow's living most certainly includes the use of technology. Its relationship to providing essential supports for students with disabilities in areas of self-care, education, employment, recreation/leisure, and community living are readily accepted. Additionally, access to technology can provide meaningful learning experiences to develop problem solving and higher order thinking skills and to function in the world beyond the classroom. The appropriate and successful integration of technology into learning environments has the potential to benefit all students. As states and schools work to implement the requirements of educational reform required by the No Child Left Behind Act, 2001, they must ensure that all students are included, in particular students with disabilities.

Specifically, technology assists students with disabilities to:

(a) Maximize independence in academic and employment tasks;

(b) Participate in classroom discussion;

(c) Gain access to peers, mentors, and role models;

(d) Self-advocate;

(e) Gain access to the full range of educational options;

(f) Participate in experiences not otherwise possible;

(g) Succeed in work-based learning experiences;

(h) Secure high levels of independent learning;

(i) Prepare for transitions to college and careers;

(j) Work side-by-side with peers;

(k) Master academic tasks that they cannot accomplish otherwise;

(l) Enter high-tech career fields; and

(m) Participate in community and recreational activities

"Inclusive education according to UNESCO means that the school can provide a good education to all pupils irrespective of their varying abilities. All children will be treated with respect and ensured equal opportunities to learn together. Inclusive education is an on-going process. Teachers must work actively and deliberately to reach its goals".

4.7.3 Why Students Prefer ICT Activities Over Conventional Learning?

The following is the list of qualities derived by students favoring ICT activities over conventional learning. These student preferences also contribute to our understanding of why ICT enhances achievement, as because ICT;

- is infinitely patient

- never gets tired

- never gets frustrated or angry

- allows students to work privately

- never forgets to correct or praise

- is fun and entertaining

- helps individualized learning mode

- is self-paced

- does not embarrass students who make mistakes

- makes it possible to experiment with different options

- gives immediate feedback

- is more objective than teachers

- gives more meaningful contact with students than teachers

- is impartial to race or ethnicity

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- is great motivator

- gives a sense of control over learning

- is excellent for drill and practice

- calls for using sight, hearing, and touch

- teaches in small increments

- help students improve their spelling

- builds proficiency in computer use, which will be valuable later in life

- eliminates the drudgery of practices certain learning activities by hand (e.g., drawing graphs)

- works rapidly-closer to the rate of human thought.

4.7.4 ICT and Inclusive Education

Inclusion should, then, be regarded as a long-lasting process which requires time, effort, competence and strong conviction by all those involved in students' education, first and foremost, by teachers. The key role of teachers in giving birth to and maintaining a truly inclusive classroom is unquestionable (Anderson et al, 2007), but such an important mission also requires that suitable, effective and barrier-free educational means should be employed. From this perspective, ICT resources are promising; there are grounds for maintaining that they help most students overcome barriers to learning, thus increasing their school achievement, together with their autonomy, willingness and self esteem. Indeed, educational research provides strong evidence that: "ICT is both a medium and a powerful tool in supporting inclusive practice. It provides wide-ranging support for communication, assisting many learners to engage with learning, including those who are hard to reach, and helps to break down some of the barriers that lead to under-achievement and educational exclusion" (Becta, 2007).

4.8 Let us Sum Up

- The Indian Education Commission (1964-66): The Indian Education Commission was the first statutory body to suggest that the education of handicapped children has to be organized not merely on humanitarian grounds, but also on grounds of

utility. The Commission observed that although the Indian Constitution had issued specific directives about compulsory education for all, including children with disabilities, very little had been done in this regard. The Commission also emphasized that the education of children with disabilities should be "an inseparable part of the general education system."

- The main elements of inclusive education are:

▪ A human rights issue ("Education for all" means all children, not almost all).

▪ Education for all in school for all disabled and non- disabled children learning to live together.

▪ Togetherness "enabling all to participate together in society from the beginning: contributing to social harmony and stimulating the building of relationship among individuals groups and nations.

▪ Breaking barriers "familiarity and tolerance for prejudices and rejection.

- The goal of education in the 21st century is not simply the mastery of content knowledge or use of new technologies. It is the mastery of the learning process. Education should help turn novice learners into expert learners— individuals who want to learn, who know how to learn strategically, and who, in their own highly individual and flexible ways, are well prepared for a lifetime of learning.

- Co-Teaching Strategies

Strategy	Definition/Example
One Teach, One Assist	One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.

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Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

- Differentiating instruction means creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning.

- Peer tutoring programs represent a viable means of improving the curricular and social interaction skills of students with autism (Odom et al., 1999). Research reveals that the **teaching of specific tutoring strategies facilitates interaction between children with autism and their socially competent peers**. Studies indicate that effects of social initiation intervention are immediately evident and substantial (Odom, McConnell, McEvoy, Peterson, Ostrosky, Chandler, et al., 1999).

- Peer Mediated Instruction and Intervention
  - Students taught roles
  - Students instruct
  - Teachers monitor/facilitate
  - Academic and social goals
- Class-Wide Peer Tutoring
  - Teams of dyads within the classroom environment
  - Highly structured teaching procedures
  - Daily point earning/public posting of points
  - Direct practice of academic skills
- Peer-Assisted Learning Strategies (PALS) is a class wide peer tutoring program. Teachers carefully partner a student with a classmate. The pair works on various activities that address the academic needs of both students. Pairs change over time. PALS can be used across content areas. The strategy provides direct opportunities for a teacher to circulate in the class, observe students, and offer individual remediation. PALS therefore allows for differentiated instruction via having partners work simultaneously on various teacher-directed activities.
- The meaning of technology-based interventions in education is subject to multiple interpretations. Over the last forty years, technology-based intervention introduced into the classroom have included television, the use of film projectors and educational films, videotapes and videodisks, and the use of stand-alone and networked computers and data terminals. For all practical purposes in today's classroom, the term "technology-based interventions" mean the utilization of computers to both deliver instruction and to enable student learning (Ringstaff & Kelley, 2002).
- In the 2003 Daniel K. Davis, Michael Wehmeyer and Steven E. Stock in their study on the utilization of Computer Technology to facilitate Money Management by Individuals with Mental Retardation yielded the result which indicated that the use of a money management software programme can be an effective tool to enable people with mental retardation to perform financial management tasks more independently.

4.9 ''Check Your Progress''

1. What is Universal Design for Learning? Discuss its importance in relevance to inclusive education.

2. Briefly discuss about peer tutoring and its types with examples.

3. How does technology influence education in an inclusive setup?

4. Enumerate the different co teaching methods with examples.

4.10 References and Further Readings

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Unit - 5 ❑ Support and Collaborations for Inclusive Education

Structure

5.1 Introduction

Although the concept of inclusive education has been promoted internationally for more than a decade, multiple barriers remain to the full participation of children with disabilities in education. Lack of information, combined with discriminatory attitudes towards persons with disabilities at all levels of society, contributes to the continued neglect of their right to education. This partly explains the minimal rate of progress that has been made towards the enrolment and participation in the education process of children with disabilities. The factors are complex and extend beyond the boundaries of the school and classroom. It is conservatively estimated that less than 10 per cent of children with disabilities in developing countries in the Asia-Pacific region are in school.

The title of the flagship, the "Right to Education for Persons with Disabilities Towards Inclusion" reflects the current situation in which there is a movement towards inclusive education throughout the world. All children have the right to education. The equal right for children with disabilities has been clearly mandated but the right is not being comprehensively upheld. The growing trend towards more flexible, relevant and responsive education has been promoted 1990. The Salamanca Statement provided a vision of an inclusive system of education which would play a role beyond the school and would contribute to the building of inclusive and non-discriminatory societies. Inclusive schools would benefit all children as they developed ways of teaching that respond to individual differences and diverse abilities. In addition, they would be cost-effective, removing the need for separate schools systems for children with disabilities. In spite of the clear advantages of inclusive education, the data on the number of children with disabilities not in school suggests that the process is unacceptably slow and many of the most significant barriers that remain are not able to be solved at the level of the individual teacher or the individual school.

Inclusive education aims to provide quality education for all learners. In order to achieve an inclusive school, support is needed from the entire community: from decision-makers to end-users (learners and their families). Collaboration is required at all levels and all stakeholders need a vision of long-term outcomes – the type of young people the school and the community will 'produce'. Changes in terminology, attitudes and values, reflecting the added value of diversity and equal participation, are needed.

In order for teachers and other education professionals to be prepared for inclusion, changes are needed in all training aspects – training programmes, daily practices, recruitment, finances, etc. The next generation of teachers and education professionals must be prepared to be teachers/trainers for all learners; they need to be trained not just in terms of competences but also of ethical values.

5.2 Objectives

After going through this unit you will be able to

- discuss about the role of different stake holders of inclusive education.

- explain the importance of advocacy and leadership.

- discuss about family and community support in inclusive education.

- state about the meaning and importance of resource mobilization.

5.3   Stakeholders of Inclusive Education and their Responsibilities

5.3.1 Who are the stakeholders of Inclusive Education?

Inclusive education is a process of addressing and responding to the diverse needs of all learners by reducing barriers to, and within, the learning environment. The overall goal of inclusive education, is thus the realization of a school (or any organized educational provision) where all learners are participating and treated equally, and which also proactively seeks and reaches out to any learner who is left behind.' – *Salamanca World Conference on Special Needs Education (1994)*

To make inclusive education a reality, a number of pieces in the system have to fall in place. It is true that the Government of India has made a significant fund allocation to achieve 'Education for all' through SSA. But to make it happen we need to have the stakeholders suitably prepared and involved. Some of the stakeholders include the regular teachers, special/resource teachers, school administrators, parents of children with special needs and parents of their peers who may not have special needs, children themselves with special needs, and those without special needs. In short, all sections of society who have a stake – directly and indirectly – in children's education.

The success of inclusion lies in the coordinated and collaborative efforts of all of the stakeholders.

5.3.2 Roles and responsibilities of Stake holders

(a) Special Educators

With inclusive education initiated as a major step, a changing role of special educators is seen to be emerging. The educational programmes of special educators approved by the Rehabilitation Council of India (RCI) prepare the special educators to become special teachers to cater to the needs of children with special needs in special schools. SSA has opened doors for them to be resource teachers in the inclusive education settings, where they are expected to visit regular schools periodically and function as partners to the regular educators in meeting the needs of children who have special needs. A short-term in-service programme may prepare them with updated techniques, which can be offered by the Continuous Rehabilitation Education (CRE) programmes of RCI.

(b) Resource Teachers and Regular Teachers

In inclusive schools, though the responsibility of education of all children lies with the regular teacher, the resource teachers are expected to facilitate inclusive education by supporting the children and the teachers in regular schools. It is essential that both the resource teachers and regular teachers are prepared suitably to have a smooth, seamless inclusion.

(c) Children with Special Needs and their Peers

Children with disabilities and their peer group without special needs are to be prepared for inclusion so that the experience is not overwhelming for either of them. Children with special needs who are used to a protective environment with small class strength of 8 to 10 children may be shocked when placed in a large class of 40 children. And those children who have not seen a child with a disability can react to the situation with varied emotional and behavioural responses ranging from pity and sympathy to bullying and making fun of their peers with special needs.

(d) Parents of children with and without disabilities

Parents also can have apprehensions if not suitably prepared. Parents of a child with disability may prefer the protective special class to the large regular class where their

child may not get attention from the teacher. There have been occasions where the parents of a child without any special needs were afraid that their child might 'behave' in an odd manner by being with children with special needs. These are but a few examples of the many issues related to inclusion that needs to be addressed, so that inclusion is realized in its true sense.

(e) School Administrators

The school administrators are another important component to make inclusion a success. Accessibility to classrooms by providing ramps for wheelchair users, having brightly lit and ventilated classrooms so that children who cannot hear can see the teacher clearly when she talks and the children with low vision will be able to see better, having curtains in class so that a child with attention deficit does not get distracted and look outside while the teacher is teaching. All these are the responsibility of the school administrator, so that accessibility and barrier free environment is ensured. More importantly, the attitude of the administrator will impact the other stakeholders. Therefore, by ensuring that the administrators have a positive attitude towards inclusion, a major milestone towards successful inclusion can be achieved.

(f) Government of India and State Governments

The Government of India has taken a major step towards inclusive education. To make it a success, all the stakeholders need to do their best so that inclusive education will be achieved in its true sense. After all, it is the right of the child to get the best education. Let us make it happen and bring out the maximum potential in every child – the future leaders of our nation!

Governments should work in close cooperation with non-governmental organizations which are providing education to children with disabilities and developing strategies to include them in regular community schools, with a view to learning from these processes and including them in the national education system. Governments should consult with organizations of persons with disabilities and parents of children with disabilities, in the development of policies and changes to the school system, to ensure that these children are included in regular community schools and that their needs met.

(g) School and Community

Non-governmental organizations should engage with ministry of education officials to ensure that they are aware of, and participating in, the non-government projects on including children with disabilities in education. Disabled peoples' organizations should advocate to ministry of education officials to fulfill the right to the education of children with disabilities by including them in national education policies and schools. Parents should advocate for the inclusion of their children in local community schools within the national education system.

5.4 Advocacy and Leadership for Inclusion in Education

5.4.1 Advocacy for Inclusion in Education

Advocacy by organizations of parents of children with disabilities, and by organizations of people with disabilities is a very important mechanism for changing the education system to make it more willing and more capable of including children with disabilities in schools and making sure that the schools meet their educational needs. In many countries where special schools have been established, they were started by organizations of parents working in partnership with non-governmental organizations. In other countries they have been instrumental in encouraging governments to include children with disabilities in regular pre-schools, primary schools, secondary schools and universities.

The Biwako Millennium Framework has identified the strengthening of self-help organizations of persons with disabilities and related family and parent associations as the first priority for the second decade of disabled persons. It states that they are the "most qualified and best equipped to support, inform and advocate for themselves and other persons with disabilities." This includes children with disabilities.

Advocacy for Inclusion believes that children who have a disability should have an inclusive education of their choosing in the same way that choices are available to students in the broader community. School communities must be inclusive of all children, and openly recognize the unique contributions that children who have a disability make to community life. It is essential that an inclusive education be supported to maintain and strengthen the personal relationships and social networks of children who have a disability. Each child's support must be individualized and

flexible, while remaining relevant to their particular needs at the time.

Advocacy involves participation in the policy-making process, and raising public awareness and support to shift the balance of power and bring about change. It is a long-term, cyclical process that:

- has measurable, achievable, realistic and time bound goals

- addresses the right audience, using appropriate information, and transmits a clear message

- builds coalitions and raises local funds.

To realize inclusive education, different actors must be addressed, e.g. Government, district authorities, international organizations, community leaders, school boards, teachers, parents, and children.

5.4.2 Leadership for Inclusion in Education

For inclusive education to succeed, administrators must take action to publicly articulate the new vision, build consensus for the vision, and lead all stakeholders to active involvement. Administrators can provide four types of support identified as important by special educators: personal and emotional (for example, being willing to listen to concerns); informational (for example, providing training and technical assistance); instrumental (for example, creating time for teachers to meet); and appraisal (for example, giving constructive feedback related to implementation of new practices) (Littrell, Billingsley, & Cross, 1994).

Visionary leaders recognize that changing any organization, including a school, is a complex act. They know that organizational transformation requires ongoing attention to consensus building for the inclusive vision. It also requires skill development on the part of educators and everyone involved in the change; the provision of extra common planning time and fiscal, human, technological, and organizational resources to motivate experimentation with new practices; and the collaborative development and communication of a well-formulated plan of action for transforming the culture and practice of a school (Ambrose, 1987; Villa & Thousand, in press).

Inclusion is increasingly understood as an educational reform that responds to the diversity of all learners, challenging the marginalization, exclusion and underachievement which may result from all forms of 'difference'. Leadership for

inclusion is conceptualized here as driving a constant struggle to create shared meanings of inclusion and to build collaborative practice, an effort that needs to be rooted in critical practice.

5.5 Family Support and Involvement for Education

5.5.1 Families – The Cornerstone of the Society

The history of progress and of systems change for individuals with disabilities show us that positive changes have come from the work, tenacity and the vision of families. It has been years of struggle, of strong vision or creative thinking and strong social powers that have created the awareness of disability as a human right issue and children with special needs are valued as fellow citizens in the communities in which we live. It is always fascinating to reflect as to how families kept that vision despite horrific histories and practices in almost all countries over the years.

Gandhi said that "we must be the change we want to see". Families having children with disabilities play a dual role, we bring up one child to live in a community and we raise the community to welcome our children.

Families have a right to be involved in their child's education and to participate with the school in decisions concerning their child and the school community. Extensive research has shown the benefits of parental involvement in education. These benefits include higher achievement, better attendance, more positive attitudes and behaviours and higher graduation rates. Moreover, schools that work well with families show improved teacher morale, and are seen by the community to be performing better than those that do not.

5.5.2 Rationale for Family Support and Involvement

Many reasons can be given for encouraging family involvement in their children's education and intervention program. When we talk about families we usually mean parents. However it is important to consider the needs of other family members in adapting to child with special needs and providing them equal opportunities which a child without disabilities enjoys.

- Parents and immediate family members are the major socializing agents for their child, the primary transmitter of cultural values, beliefs and traditions.
- Children with disabilities acquire developmental skills more quickly when

family members participate in home teaching.

- Involvement in intervention program offers parents access to support from other parents and a better perspective on their own child's strengths and needs.
- Consistency of adults' expectations can be maintained young children become anxious when adults do not agree on expectations.
- Parents know their child better than teachers or clinicians thus parents are a source of unique information.
- Family members can help the child transfer learning from school to home and neighborhood.
- Only a few hours a day are spending in school, many more hours are spending at home with family.

5.5.3 Examples of Parent Organizations in India

- Parivaar-Bengal, part of Parivaar (National Confederation of Parents Organisations) has empowered parents in the districts of West Bengal

- Mentaid – Self advocacy for young adults with intellectual and developmental disability

5.6 Community involvement for inclusion

5.6.1 Involving Community for Inclusion

Societies respond differently to the provision of services such as education, health, transport, employment, and rehabilitation for persons with disabilities. Accessibility to services by persons with disabilities continues to be a major challenge in all parts of the world, but especially in developing countries. However, many countries have realized the advantages of including persons with disabilities in all development activities. Policies have been adapted to safeguard and improve their lives, and programmes such as Community Based Rehabilitation (CBR) and Inclusive Education (IE) have been put in place. The overall aim of these programmes, is to develop the potential of persons with disabilities and for them to become productive citizens in the community and get equal opportunities.

5.6.2 Utilizing the Community

Inclusive education recognizes that the whole community needs to be involved in

order to ensure that ALL children receive the education that is their basic human right. This means that we have to think about who is in our communities and how they can support the process of inclusive education. The following are a part of the community:

- Parents and family members
- Teachers, principals, school boards, school review officers
- Local leaders – church, community leaders, women's committees, youth groups, etc.
- Local health workers
- Local business – shopkeepers, bus drivers
- Local sports groups
- Local parent groups and disabled people's organizations

Schools can use their community to assist by helping with fundraising, providing parent-to-parent support, helping with transport, counseling, being an assistant/helper to the teacher, teaching cultural skills (weaving, cooking), helping identify students not in school, promoting public awareness, and helping with school supplies. Churches can include ALL children in Sunday school and youth groups. Nurses/health workers provide parents with knowledge, and can help find children who do not attend school. Members of disability-related organizations can give talks to schools, raise public awareness and suggest ways to include children

5.7 Resource Mobilisation for Inclusive Education

5.7.1 Resource Mobilization: Importance

Inclusive Education requires policy action at both the national and local level. At the national level, the government must implement the passage of new laws mandating inclusive education, while at the local level schools and the community must participate in capacity building, resource mobilization, and generating knowledge.

Resource mobilization is imperative for the success of IE. Resources play a significant role in enabling provision of IE services in the country. IE services require specialized human, materials and physical resources.

The government is providing required specialized teaching staff. Learners with special needs and disabilities require more and specialized material resources for their education than their non-disabled peers. Material resources are needed at both the

individual level and school level. The nature and type of materials required depend on the type and degree of disability. The physical environment where learners with special needs and disabilities operate should be accessible to them and be disability friendly. This calls for adequate allocation of material resources to learning institutions to improve physical structures and provide individual learners with special needs and disabilities with basic learning aids.

5.7.2 Methods of Resource Mobilization

Financing and support of educational services for students with special needs is a primary concern for all countries, regardless of available resources. Yet, a growing body of research asserts that Inclusive Education is not only cost-efficient, but also cost-effective and that "equity is the way to excellence" (Skrtic, 1991, OECD, 1999)

(a) Governmental Funding Formulas

Across countries, the issue of resources appears not so much as an issue of levels of funding, as it is an issue of distribution and allocation of funds. Specifically, fiscal policies and their built-in incentives (or disincentives) for IE "may be as important in affecting program provision as the amounts allocated" (Parrish, 2002).

Many parents cannot afford assistive and functional devices needed by learners with special needs and disabilities as they are expensive and out of reach. The government is providing basic learning aids: though provision of assistive/functional devices is still a constraint due to inadequate resources and funding. These will be supplemented by other service providers, which include individuals, faith based organizations, civil society organizations, the corporate sector, bilateral and multilateral agencies.

(b) Pupil Bound Budget System

Sometimes mainstream schools are eager to have these children (and their budgets) within their walls. However, it is likely that they prefer children (with budgets) who do not cause them too much additional work. Also, parents will always try to get the best for their child and as a result will try to get the highest amounts of special needs funding.

This pupil bound budget system is certainly not advisable for children with milder special needs. Criteria for learning disabilities are vague, ambiguous and change over time and this in itself may be a source of debate if budgets are linked to children. In practice, only clear-cut criteria are useful if funds are tied to children. If it is not possible to develop these, pupil bound budgets should not be used.

Generally it is desirable that funds are spent on special education itself (in an inclusive setting), instead of on bureaucratic procedures like diagnosis, categorization, appeals and litigation.

(c) Decentralized Model

Inclusion can be achieved more easily in a decentralized model when compared to a central approach. In a centrally prescribed plan too much emphasis may be put on the organizational characteristics of that specific model without inclusionary practice being realized. Local organizations with some autonomy may be better equipped to change the system. Therefore, a decentralized model is likely to be more cost-effective and provide less opportunity for undesirable forms of strategic behavior. Nevertheless, the central government has to clearly specify which goals must be achieved. Decisions concerning the way in which such goals are to be achieved is then left to local organizations.

5.8 Let us Sum Up

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace." (art.26 - Universal Declaration of Human Rights)

2. While there are also very important human, economic, social and political reasons for pursuing a policy and approach of inclusive education, it is also a means of bringing about personal development and building relationships among individuals, groups and nations.

It is thus imperative that schools and local authorities take the responsibility to ensure that this right is implemented. Concretely this involves:

- Initiating debates around how the community understands human rights;
- Generating collective thinking and identifying practical solutions such as how human rights can be made part of the local school curriculum;

- Linking the Human Rights movement with educational access;
- Fostering grassroots action and strengthening its ties to the policy level in order to promote protection;
- Encouraging the creation of community and children's councils where issues of access can be discussed; and

Developing community-school mechanism to identify children not in school as well as develop activities to ensure that children enroll in school and learn.

3. Inclusion is seen as 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 content, 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.

4. An important concern in a decentralized system is the issue of accountability. Clients of the education system and taxpayers in general have a right to know how funds are spent and to what end. Accordingly, some kind of monitoring, inspection and evaluation procedures will be inevitable elements of the funding system. The need for monitoring and evaluation is even greater in a decentralized model compared to more centralized options. Independent evaluation of the quality of education for children with special needs is therefore part of such a model.

5. Inclusion Support Agencies (ISA) are responsible for managing and coordinating access to quality inclusion support that is relevant, appropriate and timely for all eligible education and care services within a defined region. ISAs employ Inclusion Support Facilitators (ISFs) who work directly with educators and staff in education and care services. ISFs provide practical advice and facilitate access to a range of supports designed to strengthen the service's ability to create an inclusive environment for all children.

5.9 ''Check Your Progress''

1. Discuss about the different stakeholders in inclusive education and their responsibilities.

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2. Write a note on Resource Mobilization for Inclusive education.

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3. How does community influence education in an inclusive setup?

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4. Enumerate the role of parents in inclusive education.

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5.10 References

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মানুষের জ্ঞান ও ভাবকে বইয়ের মধ্যে সঞ্চিত করিবার যে একটা প্রচুর সুবিধা আছে, সে কথা কেহই অস্বীকার করিতে পারে না। কিন্তু সেই সুবিধার দ্বারা মনের স্বাভাবিক শক্তিকে একেবারে আচ্ছন্ন করিয়া ফেলিলে বুদ্ধিকে বাবু করিয়া তোলা হয়।

— *রবীন্দ্রনাথ ঠাকুর*

ভারতের একটা mission আছে, একটা গৌরবময় ভবিষ্যৎ আছে, সেই ভবিষ্যৎ ভারতের উত্তরাধিকারী আমরাই। নূতন ভারতের মুক্তির ইতিহাস আমরাই রচনা করছি এবং করব। এই বিশ্বাস আছে বলেই আমরা সব দুঃখ কষ্ট সহ্য করতে পারি, অন্ধকারময় বর্তমানকে অগ্রাহ্য করতে পারি, বাস্তবের নিষ্ঠুর সত্যগুলি আদর্শের কঠিন আঘাতে ধূলিসাৎ করতে পারি।

— *সুভাষচন্দ্র বসু*

Any system of education which ignores Indian conditions, requirements, history and sociology is too unscientific to commend itself to any rational support.

— *Subhas Chandra Bose*

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