

POST GRADUATE DEGREE PROGRAMME

M.A. in EDUCATION

SEMESTER-IV

COR-416

INCLUSIVE EDUCATION

Self-Learning Material



**DIRECTORATE OF OPEN AND DISTANCE LEARNING
UNIVERSITY OF KALYANI
Kalyani-741235, Nadia
West Bengal**

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Director's Message

Satisfying the varied needs of distance learners, overcoming the obstacle of Distance and reaching the unreached students are the three fold functions catered by Open and Distance Learning (ODL) systems. The onus lies on writers, editors, production professionals and other personnel involved in the process to overcome the challenges inherent to curriculum design and production of relevant Self-Learning Materials (SLMs). At the University of Kalyani a dedicated team under the able guidance of the Hon'ble Vice-Chancellor has invested its best efforts, professionally and in keeping with the demands of Post Graduate CBCS Programmes in Distance Mode to devise a self-sufficient curriculum for each course offered by the Directorate of Open and Distance Learning (DODL), University of Kalyani.

Development of printed SLMs for students admitted to the DODL within a limited time to cater to the academic requirements of the Course as per standards set by Distance Education Bureau of the University Grants Commission, New Delhi, India under Open and Distance Mode UGC Regulations, 2020 had been our endeavor. We are happy to have achieved our goal.

Utmost care and precision have been ensured in the development of the SLMs, making them useful to the learners, besides avoiding errors as far as practicable. Further suggestions from the stakeholders in this would be welcome.

During the production-process of the SLMs, the team continuously received positive stimulations and feedback from **Professor (Dr.) Amalendu Bhunia, Hon'ble Vice-Chancellor, University of Kalyani**, who kindly accorded directions, encouragements and suggestions, offered constructive criticism to develop it with in proper requirements. We gracefully, acknowledge his inspiration and guidance.

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Their persistent and coordinated efforts have resulted in the compilation of comprehensive, learner-friendly, flexible texts that meet the curriculum requirements of the Post Graduate Programme through Distance Mode.

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Full Marks-100

SEMESTER – IV

COR-416: INCLUSIVE EDUCATION

Block	Contents	Study hour
Block-1 Variables and Hypothesise of Inclusive Education	Unit-1 : Introduction to Inclusive Education 1.1.1: Introduction 1.1.2: Objectives 1.1.3: Target Groups 1.1.4: Inclusive Education 1.1.5: Special Education 1.1.6: Integrated Education 1.1.7: Let us Sum up 1.1.8: Assignment 1.1.9: Suggested Readings	1
	Unit-2: Evolution, Dimensions and factors affecting inclusion 1.2.1: Introduction 1.2.2: Objectives 1.2.3: Meaning and definition of Inclusive Education. 1.2.4: Legal issues of Inclusive Education: Education Laws and Disabilities Laws. 1.2.5: Philosophical, Sociological; Economical & Humanitarian Dimension of Inclusive Education. 1.2.6: Factors affecting inclusion. 1.2.7: Evolution/Historical Background of the Integrated & Inclusive Education programme 1.2.8: Let us Sum up 1.2.9: Assignment 1.2.10: Suggested Readings	1
Block-2 Concept of Disability Concept of Disability Concept of Disability	Unit-1: Impairment, Disability and Handicap 2.1.1: Introduction 2.1.2: Objectives 2.1.3: Concept of Impairment, Disability and Handicap 2.1.4: Classification of Disability based on ICF Model and RPWD Act 2016 2.1.5: Readiness of School and Models of Inclusion 2.1.6: Let us Sum up 2.1.7: Assignment 2.1.8: Suggested Readings	1
	Unit-2 : Diverse learners with Intellectual, Physical and Multiple Disabilities 2.2.1: Introduction 2.2.2: Objectives	1

	<p>2.2.3: Prevalence of Disability, Characteristics and Educational Needs of Diverse learners with Intellectual, Physical and Multiple Disabilities</p> <p>2.2.4: Concession Identification of Diverse Learners for Inclusion, Educational Evaluation Methods for Learners with Disability, Causes and Prevention of Disability</p> <p>2.2.5; Let us Sum up</p> <p>2.2.6: Assignment</p> <p>2.2.7: Suggested Readings</p>	
Block-3 Policies and Inclusive Education	<p>Unit-1: Facilities, Rehabilitation and laws of Inclusive Education</p> <p>3.1.1: Introduction</p> <p>3.1.2: Objectives</p> <p>3.1.3: Facilities to Diverse Learners (Academic and Financial)</p> <p>3.1.4: Rehabilitation Council of India Act (1992)</p> <p>3.1.5: Inclusive Education under Sarva Shiksha Abhiyan (SSA)</p> <p>3.1.6: Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication</p> <p>3.1.7: Let us Sum up</p> <p>3.1.8: Assignment</p> <p>3.1.9: Suggested Readings</p>	1
	<p>Unit-2: Policies' of Inclusive Education</p> <p>3.2.1: Introduction</p> <p>3.2.2: Objectives</p> <p>3.2.3: National Policy on Education (1986)</p> <p>3.2.4: Programme of Action (1992)</p> <p>3.2.5: Persons with Disabilities Act (1995),</p> <p>3.2.6: National Curriculum Framework (2005)</p> <p>3.2.7: National Policy of Disabilities (2006)</p> <p>3.2.8: Let us Sum up</p> <p>3.2.9: Assignment</p> <p>3.2.10: Suggested Readings</p>	1
Block-4 Planning and Management of Inclusive Classrooms	<p>Unit-1: Curriculum Adaptations for Diverse Learners</p> <p>4.1.1: Introduction</p> <p>4.1.2: Objectives</p> <p>4.1.3: Infrastructure, Human Resource and Instructional Practices,</p> <p>4.1.4: Curriculum and Curricular Adaptations for Diverse Learners,</p> <p>4.1.5: Let us Sum up</p> <p>4.1.6: Assignment</p> <p>4.1.7: Suggested Readings</p>	1
	<p>Unit-2: Assistive and Adaptive Technology</p> <p>4.2.1: Introduction</p> <p>4.2.2: Objectives</p> <p>4.2.3: Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching),</p> <p>4.2.4: Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers and School</p> <p>4.2.5: Let us Sum up</p> <p>4.2.6: Assignment</p> <p>4.2.7: Suggested Readings</p>	1

Block-5 Problems, Ethics and Research on Inclusive Education	Unit-1: Barriers and Facilitators in Inclusive Education 5.1.1: Introduction 5.1.2: Objectives 5.1.3: Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, 5.1.4: Current Status and Ethical Issues of inclusive education in India, 5.1.5: Let us Sum up 5.1.6: Assignment 5.1.7: Suggested Readings	1
	Unit-2: Research Trends of Inclusive Education in India 5.2.1: Introduction 5.2.2: Objectives 5.2.3 Research Trends of Inclusive Education in India 5.2.4: Let us Sum up 5.2.5: Assignment 5.2.6: Suggested Readings	1
Block-6 Inclusion in Operation	Unit-1: Classroom management and organizations for Inclusive education 6.1.1: Classroom management and organizations for Inclusive education 6.1.2: Curricular adaptations for inclusive education 6.1.3: Learning design and Development of suitable TLM 6.1.4: Pedagogical strategies to individual needs of students 6.1.4.1: Co-operative learning 6.1.4.2: Peer tutoring 6.1.4.3: Social learning 6.1.4.4: Buddy system 6.1.4.5: Reflective teaching 6.1.4.6: Multisensory teaching	1
	Unit-2: ICT in inclusive education. 2.1: Technological advancement and its applications in inclusive education 6.2.1.1: ICT in inclusive education 6.2.1.2: Adaptive and assistive devices, equipment, aids and appliances 6.2.2: Let us sum up 6.2.3: Assignment 6.2.4: Suggested Readings	1
Block-7 Teacher preparation for inclusive school	Unit-1: Problems in inclusion 7.1.1: Introduction 7.1.2: Objectives 7.1.3: Problems of inclusion in the real classroom situation 7.1.4: Ways for overcoming the problems of inclusions 7.1.5: Skills and competencies of teachers and teacher educators for secondary education in inclusive setting 7.1.6: Let us Sum up 7.1.7: Assignment 7.1.8: Suggested Readings	1

	<p>Unit-2: Inclusive Education in the light of NCF-2005 7.2.1: Introduction 7.2.2: Objectives 7.2.3: Teacher preparation for inclusive education in the light of NCF-2005 7.2.4: Identification and overcoming barriers for educational and social inclusion 7.2.5: Let us Sum up 7.2.6: Assignment 7.2.7: Suggested Readings</p>	1
Block-8 Case History	<p>Unit-1: Case History and Identification and overcoming barriers of diverse students 8.1.1.: Introduction 8.1.2.: Objectives 8.1.3: Case history taking, 8.1.4: General format of case study 8.1.5: Individualized Education Programme Or Individualized eaching Programme 8.1.6: Assessment of children with diverse needs: 8.1.7: Identification and transcendence of Barriers to Social Inclusion 8.1.8: Overcome barriers in inclusive education: 8.1.9: Let us Sum up 8.1.10: Assignment 8.1.11: Suggested Readings</p>	1
	<p>Unit-2: Assessment of Children with Diverse Needs 8.2.1: Introduction 8.2.2: Objectives 8.2.3: Tools/devices available in India of case history 8.2.4: Madras Developmental Programming System (MDPS), 1975 8.2.5: Behavioural Assessment Scale for Indian Children with Mental Retardation (BASIC-MR)-Peshwaria and Venkatesan, 1992, (NIMH) 8.2.6: Functional Assessment Checklist for Programming (FACP)-NIMH (Narayan, Myredi, Rao and Rajgopal, 1994) 8.2.7: Vineland Social Maturity Scale (VSMS) 8.2.8: The Denver Developmental Screening Test (DDST) 8.2.9: DENVER II8. 2.10: Upanayan Developmental programming System (UDPS) for Children with Mental Retardation (Madhuram Narayan Centre for Exceptional, Madras), 1987 8.2.11: Let us Sum up 8.2.12: Assignment 8.2.13: Suggested Readings</p>	1

Contents

COR-416	Unit	Author	Title	Page
Block-1 Variables and Hypothesise of Inclusive Education	1	Prof. (Dr.) Arjun Chandra Das	Introduction to Inclusive Education	1
	2		Evolution, Dimensions and factors affecting inclusion	20
Block-2 Concept of Disability Concept of Disability Concept of Disability	1	Dr. Parimal Sarkar	Impairment, Disability and Handicap	42
	2		Diverse learners with Intellectual, Physical and Multiple Disabilities	51
Block-3 Policies and Inclusive Education	1	Prof. (Dr.) Arjun Chandra Das	Facilities, Rehabilitation and laws of Inclusive Education	60
	2		Policies' of Inclusive Education	105
Block-4 Planning and Management of Inclusive Classrooms	1	Dr. Parimal Sarkar	Curriculum Adaptations for Diverse Learners	132
	2		Assistive and Adaptive Technology	141
Block-5 Problems, Ethics and Research on Inclusive Education	1	Dr. Parimal Sarkar	Barriers and Facilitators in Inclusive Education	147
	2		Research Trends of Inclusive Education in India	156
Block-6 Inclusion in Operation	1	Prof. (Dr.) Bijan Sarkar	Classroom management and organizations for Inclusive education	161
	2		ICT in inclusive education	171
Block-7 Teacher preparation for inclusive school	1	Dr. Parimal Sarkar	Problems in inclusion	176
	2		Inclusive Education in the light of NCF-2005	186
Block-8 Case History	1	Prof. (Dr.) Arjun Chandra Das	Case History and Identification and overcoming barriers of diverse students	193
	2		Assessment of Children with Diverse Needs	210

COR 416

INCLUSIVE EDUCATION

Block-1

Variables and Hypothesise of Inclusive Education

Unit-1

Introduction to Inclusive Education

CONTENT STRUCTURE

- 1.1.1: Introduction**
- 1.1.2: Objectives**
- 1.1.3: Target Groups**
- 1.1.4: Inclusive Education**
- 1.1.5: Special Education**
- 1.1.6: Integrated Education**
- 1.1.7: Let us Sum up**
- 1.1.8: Assignment**
- 1.1.9: Suggested Readings**

1.1.1: INTRODUCTION

Marginalisation: The process of pushing something or someone to the periphery of a social group and giving them less significance is known as marginalization. This is primarily a sociological phenomenon in which members of a minority or subgroup are marginalized and have their needs and wants disregarded. Thus, social isolation is a result of marginalization.

A multifaceted process of progressive social disruption, social exclusion involves severing a group or individual from institutions and relationships as well as prohibiting them from fully engaging in the standard activities that members of their community are expected to participate in. It is a reflection of our society's failure to fully realize the potential of every group and individual or to keep them inside its social circle.

- It is a process of making a group or class of people less important or relegated to a secondary position.
- It is the process with which something is pushed to edge of group and assigned lesser important.
- Marginalisation also called social exclusion

Types of Marginalization or Marginalised Group

- 1) Disabled
- 2) Women,
- 3) SC/ST,
- 4) Other backward classes etc.

INCLUSIVE EDUCATION:

Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. Including the disabled instead of exclusion, separation and segregation. Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion. Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all.

Disabled Children:

A child who has long term physical, mental, intellectual or sensory impairment which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with other is called disabled child. These are:

- Disability Physical Social Emotional
- Visually Impaired
- Hearing Impaired
- Speech Impaired
- Neuro Developmental Disability
- Locomotor Disability
- Anxiety Disorder
- Bipolar Disorder
- Depression

Visually Impaired: Totally Blind, Partially Blind, Low Vision, One Eyed etc. The educational needs of each child are different for each other so proper aid should be given according to their level of vision impairment.

TLM Methods for Totally Blind Children: Tape Recorder, Braille, Software, Typewriters, maps, Relief maps, Clay modelling, Geographical patterns, CD Player, Headphones, Abacus

Tactile learners /Partially Blind/Low Vision:

- Bigger Font Books (more than 12pt.)
- CD player,
- Magnifying glass,
- Software which can convert text to speech KurzWeil Personal Reader (Device converting printed word to speech).
- They should be made to sit in front benches.
- Teacher should write in bigger fonts.
- Teacher should speak what they are writing Relief Maps.

Hearing Impairment: Hearing Impairment or Deafness child is impaired in processing linguistic information through hearing, with or without amplification. Minimal Hearing Loss (MHL) hearing impairment but which can cause problems for students is defined as a loss between 16 and 25 dB. A person either totally or partially not able to receive sound through the ear is called hearing impairment.

Needs of Partially Hearing Impaired Child:

- Reduce the background sound
- Let them sit in front (as they can lip read and understand/speech reading)
- Use clear speech
- Non-verbal Communication Curricular Adaptation for Hearing Impaired Child
- Diagram, Figures
- Speech Training
- Visual aids Audiometer, Speech Trainer, Hearing Aid, hearing aid test box

Speech Impairment: Speech disorder or speech impairment is types of communication disorder where normal speech is disrupted. Needs of Children with Speech Impairment

- Tactile prompts
- Audio-Visual aids etc.

Locomotor Disability: Locomotor disability means problem in moving from one place to another, that is disability in legs. But in general disability is related to bones, joints and muscles. It causes problem in child/Person's movement (like walking, picking, or holding things in hand etc.)

Diverse Learners

- Diverse Learners means students are individuals who differ in the ways in which they learn. They have different learning styles, modalities, interests, talents and personalities, all of which affect the ways in which teachers design instruction.
- Those students who, because of gender, ethnic background, socioeconomic status, learning styles, disabilities, or limited English proficiency, may have academic needs that require varied instructional strategies to help them learn.
- Diverse Learners/Children who have special physical, emotional, behavioural, cognitive or linguistic needs or whose primary learning modality is visual, auditory, tactile or kinaesthetic, who may require an adaptation in the environment, interaction or curriculum in order to succeed in their program.
- Diverse Learners provide Disability Support and Training for the healthcare sector and healthcare education.
- Diverse Learners was set up by **Kerry Pace in 2012** in response to research she had undertaken into dyslexia screening at entry, the benefits of embedding study skills in introductory modules on undergraduate healthcare courses, and the benefits to healthcare students on placement of accessing Specialist one-to-one Study Skills and Strategy Support and Specialist Mentor support via Skype outside of 'office hours/location'.

1.1.2: OBJECTIVES

After going through this unit you will be able—

- **To comprehend the ideas of inclusion and marginalization;**
- **To comprehend the evolving approaches to inclusion, integration, and segregation in the education of children with disabilities;**
- **To comprehend diversity in the classroom in terms of language, sociocultural, and learning styles;**
- **To comprehend the fundamental ideas behind inclusive education;**
- **To gain understanding of the main obstacles to inclusive education.**

1.1.3: TARGET GROUPS

The idea behind the European Inclusion Compass is that inclusion needs leadership to be implemented in any school or educational institutional practice, as promoting inclusion always relates to the use of resources allocated and decisions about dilemmas with consequences.

The main target group for the European Inclusion Platform is therefore School Managers, who are interested to work more strategically with social inclusion and create the best foundation for the creation of an inclusive school environment and inclusive education.

In fact, the European Inclusion Platform have other target groups, given that all stakeholders in school have a crucial role in implementing inclusion and hence should be involved actively or perhaps even initiate the use of the European Inclusion Platform.

If we are a school manager or any other stakeholder, we can use this platform to find knowledge and inspiration about the following;

- 1) How to understand inclusion.
- 2) How to work with inclusion in a strategic management process.
- 3) How to involve all relevant stakeholders in the process and make them feel engaged.
- 4) Where to find further information and knowledge about inclusion in schools.

Intensive interaction with the potential target groups, users and beneficiaries of EBE-EUSMOSI(EVIDENCE-BASED EDUCATION: EUROPEAN STRATEGIC MODEL FOR SCHOOL INCLUSION) and other stakeholders is of crucial importance for the successful and sustainable exploitation of the results. The main objectives of target groups are:

- To make schools more inclusive: education policy makers, schools managers, teachers, pupils, pupils' parents.
- To realize a protocol to assess if and how a school is inclusive:
- To implement teacher training curricula suitable for working in classes where there are students with special educational needs: universities and training centres, teachers, school managers.

Conclusion: **The children in class** have individual difference, thus an effective teacher addresses the class with equity and equality. No student should be deprived of quality education. Every learner needs to be encouraged to build self esteem apart from their disability, as education is core of equality and empowerment.

1.1.4: SPECIAL EDUCATION

Concept and Definition of Special Education:

- a) **Special education** is a form of instruction that's designed to meet the needs of students with disabilities, so that they can learn the same skills and information as other children in school. The term special education is used interchangeably with **special needs**, and the disabilities may be physical, emotional, or behavioural.
- b) Special education provides students with identified disabilities specialized instruction designed to meet their unique learning needs, giving them the opportunity to develop to their fullest potential. In the United States, special education is delivered, free of charge, through the public education system, **Individuals with Disabilities Education Act (IDEA)**.
- c) The definition of special education is a form of learning provided to students with exceptional needs, such as students with learning disabilities or mental challenges.
- d) Special education is an educational programs and practices designed for students, as handicapped or gifted students, whose mental ability, physical ability, emotional functioning, etc. requires special teaching approaches, equipment, or care within or outside a regular classroom.
- e) **Kirk and Gallagher (1986)**: "When youngsters in the same class room are remarkable different, it is different for the teacher to help them reach their educational potential without some kind of assistance. The help that the schools devise for children who different significantly from the norm is called special education".
- f) **Hallahan and Kauffman(1991)**: "Special education means specially designed institution that meets the unusual needs of an exceptional child. Special materials, teaching techniques, or equipments and/or facilities may be required".
- g) **Heward (2000)**: "Special education is a profession with its own history, cultural practices, tools and research base, focused on the learning needs of exceptional children and adults".
- h) **Yaseldyke and Algozzine(1990)**: "Special education is the instruction designed for students with special learning needs".

Nature and Characteristics of Special Education:

- a) By its nomenclature as well as definition, special education is always meant for **meeting the special needs and requirements of the exceptional** or special children.

- b) It is **diagnostic** in nature in the sense that it calls upon the necessity of diagnosing and identifying the nature and degrees of the deviations of the children from their normal peers.
- c) It is **interventory** in nature in the sense that it always aims to provide a purposeful intervention for preventing, eliminating and/or overcoming the obstacles lying on the path of the child on account of his exceptionality in the field of learning and adjustment.
- d) Special educational is **developmental** in nature, meaning thereby that it follows a child from womb to tomb.
- e) Special education is **quite specific and specialized** in nature.
- f) Special education is **mobile** in the sense that it reaches or moves towards the child instead of expecting from the child to move for receiving it.
- g) Special education is **continuous** in the sense that it is provided to the child from the very beginning till the end or at least up to the time it is needed for the welfare, progress and adjustment of the child.
- h) Special education is **intensive** in nature that all-round total efforts are done at a quite intensive level for addressing the individualized specific needs of the exceptional children.
- i) Special education is **goal directed** in the sense that it always carries purposeful instructions and well thought, planned learning experiences to the children to help them in the realization of their needs and attaining maximum adjustment and progress as much as possible.
- j) Special education is **highly individualized** in the sense, that it takes care of the exceptionality, speciality or disability of an individual child and helps him to develop his potentiality to the maximum.
- k) It is **research oriented and experimental** in character.
- l) It is quite **technical and enriched** in the sense, that it demands and makes use of the specialized techniques, methods, materials, aids and equipments for providing needed special education to the exceptional children besides taking care of their needs and adjustment problems by teaching them the use of the latest assistive devices.
- m) The outcomes of the special education are quite **measurable and testable**.
- n) It is quite **universal** in the sense that it covers the needed education for each and every type of exceptional or special individual.

Finally, **Special education is that specifically planned and organized education that is imparted in a special way to all types of exceptional children irrespective of the nature of**

their exceptionally in proper tune with their well diagnosed special needs for helping them to develop their potentialities and adjust as well as progress in the life as effectively as possible.

Objectives of special Education:

- a) To develop motivational patterns in the handicapped that will produce achievement in school.
- b) To develop a realistic self-concept in handicapped children.
- c) To reach the maximum level of effectiveness in school subjects.
- d) To pursue those curricular matters that strategically determines effective living or specific types of handicapped children.
- e) To consider the mental as well as the physical hygiene of handicapped school children.
- f) To produce in the handicapped a desire to participate in the activities of non-handicapped persons.
- g) To help the exceptional children in bringing an all-round development in their personality.
- h) To help them in actualizing their abilities and capacities to the maximum extent possible.
- i) To help the exceptional children in their adjustment to their self and the environment.
- j) To help the exceptional children to learn and acquire necessary skills for their self-help, independent living and leading future life as properly as possible.
- k) To help them in knowing and accepting themselves with their deficiencies or abundance of capacities in one or the other aspects of their personality.
- l) To help them to acquire necessary social skills, emotional literacy to live and participate in school, home and community life as properly as possible.
- m) To help them in receiving instructions and learning experiences in tune with their learning abilities and specific individualities.
- n) To help them in seeking their integration into the mainstream by providing them the least restrictive environment for their educational placement.
- o) To help them in acquiring learning experiences and training by the use of materials, methods, techniques, aids and equipment, assistive devices etc. as per tune with the nature of their exceptionalities.
- p) To help them in getting appropriate, educational, personal and vocational guidance for their adequate adjustment, development and education.
- q) To make early intervention programmes of preventive, remedial or compensatory nature available to the exceptional children.

- r) To change the attitude of society in accepting them and identifying their needs.
- s) To utilize their contributions for the progress of the country and it turn increase their self-concept and status in society.

Importance of Special Education:

- a) It offers a different treatment;
- b) It shows right ways to their problem;
- c) It gives insight to teachers and parents;
- d) It solves various problems;
- e) To make them participate
- f) They are different from normal
- g) It develops a realistic concept
- h) It helps them to enter into the careers of their choice

Historical Background/Evolution of Special Education programme:

- a) **The age of exclusion-extermination and abandonment (1st stage):** The age of exclusion representing the earliest history of treating disability was dominated by the philosophy of exclusion—serious attempts of excluding, i.e., doing away with the disabled children from their very birth through the horrified measures like killing, mutilating/imputing, burning, abandoning or making them vanish from the scene somehow or the other.
- b) **The age of acceptance as a subject of amusement and use (2nd stage):** The age of acceptance of the disability by making it as a subject of ridicule, amusement and of some use in one way or the other. Instead of eliminating/abandoning, the disabled were being used for serving the purposes like servants, slaves, prostitutes, or making them an object of amusement at homes, circus and other public places or forcing them for begging to get monetary benefits.
- c) **The age of legal discrimination and witchcraft (3rd stage):** The age belonging to medieval period is named as the age of prohibition, legal discrimination and witchcraft (Witchcraft traditionally means the use of magic or supernatural powers to harm others. A practitioner is a witch. In medieval and early modern Europe, where the term originated, accused witches were usually women who were believed to have attacked their own community, and often to have communed with evil beings.). In this age, the disability was dishonoured and discriminated in the name of religious sanctity (holiness of life and character or the quality or state of being holy or sacred). The religious authorities like Bible and Church labeled disabilities as a whole as impurities and thus prohibited the disabled

from active participation in the cult(a system of religious beliefs and ritual) and the rulers in collision (an encounter between particles (such as atoms or molecules) resulting in exchange or transformation of energy) with church made discriminatory laws depriving the disabled from inheritance and other privileges as citizens. Many of the women and disabled people were begun to be suspected and consequently tortured in the name of witchcraft during these days.

- d) **The age of sympathy and asylum—institutionalization (4th stage):** The age of sympathy and asylum with the help of saintly (relating to, resembling, or befitting a saint : HOLY) influences dominating the church and other religious authorities in the world. The disabled people were now began to be thought as a subject of pity, sympathy and asylum and consequently many asylums and institutions were established during these days for their care and rehabilitation. Many times, this practice was also employed as a perceived need for society to protect itself against the harm, the deviant, defective, or dependent might incur.
- e) **The age of isolated settings—special schools (5th stage):** The Renaissance Movement spread in 17th century in the western world, brought out a new age of hope to the disabled children in the shape of establishing special schools for the special categories of disabled children, like deaf, blind and mentally retarded. As a result, by the close of 18th century, special education was accepted as a branch of education and separate special schools were considered as a perfect alternative for providing the education and care to the exceptional or disabled children.
- f) **The age of segregated settings—special classes (6th stage):** With the advent of 20th century, there began a new age in the history of special or disabled education in the shape of moving from the isolated settings of special schools to the segregated settings of the special classes within the regular schools. Mostly it was the result of a sort of compulsion on the part of schools for admitting all children without the consideration of their disabilities and schools deriving a way for feeling relaxed by segregating them into separate classes.
- g) **The age of inclusive settings—regular classes (7th stage):** The last modern age in the history of special or disabled education belongs to the age of inclusive settings, i.e. educating all types of children whether exceptional or normal together in the regular classes of the mainstream schools. It calls on the part of schools for welcoming the children with all disabilities or exceptionalities by getting them adequately equipped in terms of necessary adaptation and means and material for their proper education and adjustment. Most of the countries worldwide, under the UN initially have now enacted legislative laws for making arrangement for the education of the disabled children population of their countries by committing to the philosophy of inclusive education in their schools.

1.1.5: INTEGRATED EDUCATION

Concept and definition of Integrated Education:

- a) Integrated Education is the educational programme in which exceptional children attend classes with normal children on either a part or full-time basis. It is placement of the disabled children in ordinary school with some specialized help and service.
- b) Integration is a concept emerged as a philosophy in antithesis of segregation. It called halt to the system of providing education to the children in segregating settings of special schools and advocated to make provision for their education in the regular schools.
- c) Integration is the term carried for describing their successful placement into regular schools.
- d) It called a proper step in putting the disabled/exceptional into the mainstream, i.e. the place and opportunities of getting education and training with the population of the non-disabled peers in the regular schools.
- e) Integrated education of the abled and the disabled in a regular classroom system.
- f) “The term ‘integration’ signifies the process of interaction of disabled children and normal children in same educational settings”.—**B.K. Sahu**
- g) “Integration means transferring from a segregated situation/setting to an ordinary environment, with the rights and obligations that are liked to it”.—**Kristansen(1989)**
- h) “Integrated education refers to meaningful involvement of children with special needs into regular educational programmes to the extent feasible and beneficial in a given instance, with the ultimate goal being optimal academic, social and personal learning of each child”.—**Namgayel**
- i) Integrated education refers to educational programs where exceptional students receive the same education as normal children either part-time or full-time.
- j) Inclusive education is an opportunity where exceptional children participate in the special supports and services needed in the regular classroom.

Nature and Characteristics of Integrated Education:

- a) Selective;
- b) Integration with normal children;
- c) Partial Integration;
- d) Role of Peer-group in the Integrated Education;

- e) Multiple Effect
- f) Features of Integrated Learning:
- g) Elimination of individual disparities: The main feature of integrated or integrated education is the elimination of individual disparities. Here in general education exceptional students will participate together with normal students on part or full time basis.
- h) Equivalent lesson delivery: Exceptional students in integrated education participate in the special supports and services needed in the regular classroom and are taught in an equivalent education plan.
- i) Parental Awareness: The more parents of exceptional children are aware of education and take up this opportunity, the more the concept of integrated education will be implemented.
- j) Positive attitude of teachers: Teachers have an important role in children's overall knowledge acquisition or learning. Therefore, the more positive attitude teachers develop towards exceptional children, the more these children can participate in mainstream education.
- k) Interaction with normal students: One of the characteristics of inclusive education is to organize education in an environment where normal children interact with children with disabilities, talk, exchange ideas etc.
- l) Influence of classmates in education: Positive attitude of teachers along with positive influence of classmates plays a special role in inclusive education, which is very important in the development of children with disabilities.
- m) Multi-faceted effects: Through inclusive education brings changes in different aspects of students with disabilities. For example, their mental development is faster, social cohesion is better, self-confidence and self-esteem are awakened, positive attitude is developed, sense of responsibility and duty is born, etc.
- n) Democratic attitude: In integrated education, democratic attitude towards general students and special students is kept in the general classroom. As a result, democratic mindset is developed among all the students.
- o) Role of educational institutions: Any time special students want to participate in educational institutions like schools, madrasas, child education centers etc., they must always be accommodated in the classroom.

Objectives of Integrated Education:

- p) **Educational Opportunities:** To provide educational opportunities and experiences to the challenged students in a way equal to the regular students.

- q) **Interaction:** To allow challenged children to interact with their neighbours and regular peers socially in normal or at least, restrictive settings.
- r) **Change stereotyped responses:** To change stereotyped responses to the challenged people.
- s) **All round development:** To develop the personalities of the challenged people so as to provide a natural basis for adult life experiences in a manner that they can perceive themselves as contributing members of the socio-economic development of the society.

Models of Integrated Education:

- a) **Resource Model:** In this setup a special educator is available for the challenged pupil along with the regular teacher. The special educator is responsible for skill development using special techniques and the regular teacher remains in charge of the general education curriculum. One resource room having all the equipments, learning aids and furniture should be provided to a Cluster of schools under IED scheme. One of the existing rooms of the schools may be declared as resource room. In case of non-availability of extra room for the said purpose, a new room should be constructed within the maximum expenditure of Rs, 50000/- subject to the satisfaction of the State Government. The overall cost of equipment of the resource room should not exceed to Rs.30000/-.
- b) **Itinerant Model:** In this model children with special needs are enrolled in a regular school in the vicinity of his own community and their needs are met with the combined efforts of a regular teacher and that of a visiting specialist teacher who is qualified to offer special services.
- c) **Dual Teacher Model:** In this model the regular teacher assumes the responsibilities of the classroom teacher as well as the resource teacher. The regular teacher needs to be trained accordingly to take up the dual responsibility.
- d) **Cooperative Model:** In this educational plan the challenged students are entrusted with a special educator in a special room from which they are sent to the regular classrooms for only a part of the day. The special educator is responsible for the programme which he/she executes in cooperation with regular classroomteachers.
- e) **Combined Model:** This model has been identified as the '*resource cum itinerant model*'. This is an educational plan combining several programmes arrangements among teachers or within one teacher's activities. A district may have a combination in which three schools have the resource model and four other schools function on itinerant basis.
- f) **Cluster Model:** The cluster model envisages satellite centers in different regions with decentralized service delivery system. While the regional resource centers are responsible for the administration, the cluster centre can provide overall supervision.

Issues in Integrated Education:

- a) Public awareness;
- b) Pre-service and In-service Training for the Teachers;
- c) Parents' counseling;
- d) Attitude of the general teachers towards Integration;
- e) Acceptance of disabled children by the non-disabled;
- f) Supportive Service;
- g) Policy of the Govt. relating to the education of the disabled;
- h) Attitude of parents and community members;
- i) Co-ordination
- j) Retention of children up to the successful completion of the course

Scope of Integrated Education:

- a) **Locational:** It is special units or classes in an ordinary school or a special school on the same site as an ordinary school.
- b) **Social:** It is where locational integration exists, but social interchanges also takes place between special and normal.
- c) **Functional:** This is the integration, which involves special children almost joining their normal peers in regular classes on a full-or part-time basis.

Patterns of Integration:

- a) **Pattern-1(Complete Integration):** It involves complete integration of the disabled child in regular classes receiving support from special teachers at specific time during the week. This enables the child to receive services available to other normal children in the class-room.
- b) **Pattern-2(Partial Integration):** It is partial integration wherein the disabled child is enrolled in a regular class but have services of resource teacher available in the school throughout where he spends some part of his day depending on his needs. The areas covered are both academic and non-academic such as physical education, art, home economics, etc.
- c) **Pattern-3(Combined Integration):** It involves special classes in normal schools; here the disabled child is enrolled in a special class, but integrated into a normal class for one or more academic subjects daily. The location of the special class may or may not be in the same building.

- d) **Pattern-4(Reverse Integration)**: It is known as reverse integration wherein normal children are enrolled on temporary basis for some time in order to participate in academic and non-academic activities in a close environment for the hearing impaired child.

Importance of Integrated Education:

- a) It leads normal mental growth;
- b) It ensures social integration
- c) It is less expensive;
- d) It facilitates interaction;
- e) It maintains principle of equality;
- f) It brings academic integration;

Factors facilitating Integrated Education for Disabled Children:

The factors which facilitate IEDC are given hereunder:

- a) Early identification of disabled children.
- b) Early assessment.
- c) Early intervention.
- d) Appropriate adaption of curriculum and methods of teaching
- e) Proper and timely use of special aids and appliances by the teacher
- f) Maintenance of records relating to achievement of such children
- g) Acceptance of disabled children by the non-disabled
- h) Effective counseling to parents
- i) Community awareness about the scheme
- j) Proper use of three dimensional models by students
- k) Clear understanding of the characteristics and special needs of the disabled children by the teacher
- l) Availability of financial support in time to meet the special needs of the disabled children
- m) Positive attitude of the general teachers towards the scheme
- n) Positive self-concept of the disabled children
- o) Positive attitude of the parents of non-disabled children towards mainstreaming
- p) Opportunities for the interaction of the non-disabled children with the disabled.
- q) Organization of remedial exercises
- r) Knowledge and skills of the teacher relating to the operation of special aids.

Difference between Special and Integrated Education

Special Education	Integrated Education
1. Special education is the educational service, over and above the regular school programme. It is established outside the ordinary school system.	1. Integrated education is an educational programme in which disabled receive education along with the normal children.
2. Education for disabled is not taken as an integral part of total education. Rather it encourages the establishment of special classes.	2. Education for disabled is a part of total education
3. Special education for disabled is an old notion	3. Integrated education is relatively a recent development of special education.
4. Special education arrangements provide education, vocational training, pre-vocational guidance etc.	4. Integrated education provides general education with some special provision.
5. It isolates disabled child from normal children	5. It socializes a child as a disabled participant with normal children in academic and non-academic lines.
6. Severely handicapped are benefited in special educational arrangements	6. Mildly disabled children's all-round development becomes possible only in integrated settings.
7. Special education is more clinical	7. Integrated education is based on the principle of psychology
8. It is based on the principle of discrimination.	8. It is based on the philosophy of equality

Role of teacher in Special Education and Integrated Education:

The teachers should have-

- A pleasant personality;
- Understanding of the child and the situation;
- A readiness to work hard so that child will speak and understand;
- Knowledge of up-to-date method of teaching;
- Effort and skill in teaching and handling these exceptional children.

Role of Teacher:

- a) The teacher should inform the parents about any problem and difficulty of the child;
- b) The teacher should maintain all the records of the children so that programme of action can be executed properly;
- c) She/he should have a clear concept of special education and integrated education;
- d) Teacher works out the remedial teaching programme which may help the children with special educational needs;
- e) She/he prepares instructional materials to teach in integrated settings;
- f) Teacher should co-operate with the other faculty for giving best possible education of the disabled.

1.1.6: INCLUSIVE EDUCATION

Meaning of inclusive education

- The word “**inclusion**” means the practice of including a person in group activities so that he can get access to all the opportunities like any other member of the group. In other words inclusion is the acceptance of all type of learners whether **disabled, Non disabled, gifted, backward, maladjusted** etc.
- Inclusive education means providing equal opportunities to all the learners whether disabled or disabled in a regular classroom setting.
- In an inclusion setting all students learn together and main emphasis is on the abilities of the learners rather than disabilities.
- In inclusive education all the learners equally participate in curricular and co curricular activities. In an inclusive environment **children with special needs** spend most of their time with normal children.

Definition of inclusive education:

- *According to national commission of special needs in education and training (NCSNET)*, Inclusive education is defined as a learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, gender, disability, religion, sexual preference, learning styles and language.

Scope of inclusive education: Inclusion in education demands an inclusive society, an inclusive school, an inclusive teacher, and an inclusive curriculum. Thus, the scope of inclusive education is wider.

The following points cover the scope of inclusive education:

- 1) Involve all children, i.e., normal children, children with illness, children of migrant labourers, children from tribal areas etc.

- 2) Inclusive education provides a friendly environment for all the learners.
- 3) Promote education for disabled girls.
- 4) Promote ICT-based technologies for disabled learners.
- 5) Include a **curriculum adaptation** strategy.
- 6) Need-based education is provided to all learners.
- 7) Special programmes to be run by the school for disabled learners
- 8) Aids and equipment are to be provided to the disabled learners so that their basic needs can be fulfilled.

Need and importance of inclusive education: Qualitative education is more beneficial than quantitative education. Inclusive education is necessary to bring quality in education. Quality education is possible if equal educational opportunities are provided to all learners. Following are the point which indicates the need and important of inclusive education:

- 1) **Development of skills:** Inclusive environment helps to develop the various skills in learners such as cooperative skills, tolerance etc. Students may know about each other's personality in an inclusive environment.
- 2) **Development of confidence:** Inclusive education provides the least restrictive environment for disabled learners where they can easily share their views with other children and can participate in activities like normal children. As a result, it aids in the development of confidence in disabled students.
- 3) **Development of society:** Society develops with the strengthening of the capacity of the education system. The improvement of the educational system is made possible by inclusive education. With better education system, the growth of students takes place in a better way and they can have a positive impact on society.
- 4) **Development of nation:** With **Marginalisation, poverty and discrimination**, the development of a nation is very difficult. All these factors can be eliminated by inclusive education so that the progress of the nation takes place in a good way.
- 5) **Development of self concept:** Inclusive education helps to develop the self concept in the learners. With the development of self concept learners can easily understand themselves. They can know about their strengths and weaknesses.
- 6) **Universalisation of education:** Inclusive education is needed to achieve the universalisation of education. According to **sarvasikhayaabhiyan (SSA):** Universalisation of education cannot be achieved without the inclusion.
- 7) **To achieve social equality:** Inclusive education is needed to achieve social equality. Inclusive education provides equal opportunities to all learners. In an inclusive environment all the learners whether disabled or non disabled enjoy equal opportunities and responsibilities. Thus, inclusive education helps to achieve equality in society.

1.1.7: LET US SUM UP

Qualitative education is more beneficial than quantitative education. Inclusive education is necessary to bring quality in education. Quality education is possible if equal educational opportunities are provided to all learners. **Special education** is a form of instruction that's designed to meet the needs of students with disabilities, so that they can learn the same skills and information as other children in school. The term special education is used interchangeably with **special needs**, and the disabilities may be physical, emotional, or behavioural. Integrated Education is the educational programme in which exceptional children attend classes with normal children on either a part or full-time basis. It is placement of the disabled children in ordinary school with some specialized help and service.

1.1.8: ASSIGNMENT

1. What are the Historical Background/Evolution of Special Education programme?
2. Discuss the factors facilitating Integrated Education for Disabled Children.
3. What are the Need and importance of inclusive education?

1.1.9: SUGGESTED READINGS

1. Special Education: Daniel P. Hallahan, James M. Kauffman, Paige C. Pullen; Pearson Education, Inc.
2. Special Education : Laura Rothstein; Scott F. Johnson; Sage Publisher, Inc.
3. Special Education: Linda Wilmshurst, Ph.D., ABPP, Alan W. Brue, Ph.D., NCSP

Block-1
Variables and Hypothesise of Inclusive Education

Unit-2

Evolution, Dimensions and factors affecting inclusion

CONTENT STRUCTURE

- 1.2.1: Introduction**
- 1.2.2: Objectives**
- 1.2.3: Meaning and definition of Inclusive Education.**
- 1.2.4: Legal issues of Inclusive Education: Education Laws and Disabilities Laws.**
- 1.2.5: Philosophical, Sociological; Economical & Humanitarian Dimension of Inclusive Education.**
- 1.2.6: Factors affecting inclusion.**
- 1.2.7: Evolution/Historical Background of the Integrated & Inclusive Education programme**
- 1.2.8: Let us Sum up**
- 1.2.9: Assignment**
- 1.2.10: Suggested Readings**

1.2.1: INTRODUCTION

Inclusive education means different and diverse students **learning** side by side in the same **classroom**. They enjoy field trips and after-**school** activities together. They participate in student government together. And they attend the same sports meets and plays. Inclusive practice can be defined as attitudes and methods that ensure all learners can access mainstream education. Inclusive education – also called inclusion – is education that includes everyone, with non-disabled and disabled people (including those with “special educational needs”) learning together in mainstream schools, colleges and universities. Inclusion in education refers to a model wherein students with special needs spend most or all of their time with non-special needs students. Any child may experience a special need during the course of educational years (UNESCO). Some children feel ‘left- outs’ and never enter school or enter only for a few years and, as repeaters, become ‘drop-outs’ or, more correctly ‘pushed-outs’, without their needs having been met. These children are a vivid illustration of the failure of schools to teach rather than the pupils’ failure to learn. A school

system emphasizing Education for All should ensure the right of all children to a meaningful education based on individual needs and abilities. (Ture Johnson 2002).

Inclusive Education and UNICEF:

An estimated 93 million children worldwide live with disabilities. Like all children, children with disabilities have ambitions and dreams for their futures. Like all children, they need quality education to develop their skills and realize their full potential.

Yet, children with disabilities are often overlooked in policymaking, limiting their access to education and their ability to participate in social, economic and political life. Worldwide, these children are among the most likely to be out of school. They face persistent barriers to education stemming from discrimination, stigma and the routine failure of decision makers to incorporate disability in school services.

Disability is one of the most serious barriers to education across the globe. Robbed of their right to learn, children with disabilities are often denied the chance to take part in their communities, the workforce and the decisions that most affect them.

Getting all children in school and learning system. Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too. Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all. Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all. But progress comes slowly. Inclusive systems require changes at all levels of society. At the school level, teachers must be trained, buildings must be refurbished and students must receive accessible learning materials. At the community level, stigma and discrimination must be tackled and individuals need to be educated on the benefit of inclusive education. At the national level, Governments must align laws and policies with the Convention on the Rights of Persons with Disabilities, and regularly collect and analyse data to ensure children are reached with effective services.

UNICEF's work to promote Inclusive education:

To reduce the education gap for children with disabilities, UNICEF supports government efforts to foster and monitor inclusive education systems. Our work focuses on four key areas:

- a) **Advocacy:** UNICEF promotes inclusive education in discussions, high-level events and other forms of outreach geared towards policymakers and the general public.

- b) **Awareness-raising:** UNICEF shines a spotlight on the needs of children with disabilities by conducting research and hosting roundtables, workshops and other events for government partners.
- c) **Capacity-building:** UNICEF builds the capacity of education systems in partner countries by training teachers, administrators and communities, and providing technical assistance to Governments.
- d) **Implementation support:** UNICEF assists with monitoring and evaluation in partner countries to close the implementation gap between policy and practice.

1.2.2. OBJECTIVES

After going through this unit you will be able—

- To understand the concepts of Inclusion:
- To understand the Characteristics of Inclusive Education:
- To understand the Legal issues of Inclusive Education.
- To understand the basic principles of inclusive education.
- To acquire knowledge about primary Barriers to Inclusive Education.
- To understand the Philosophical, Sociological; Economical & Humanitarian Dimension of Inclusive Education:
- To understand the Factors affecting inclusion.

1.2.3. MEANING AND DEFINITION OF INCLUSIVE EDUCATION

- a) Inclusive education is carried out in a **common learning environment**; that is, an educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community.
- b) **NCSNET, 1997, South Africa:** Inclusive Education is defined as a learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, colour, gender, disability, sexual preference, learning styles and language.

- c) **Bui, Quirk, Almazan, &Valenti, 2010; Alquraini& Gut, 2012: Inclusive education** is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum.
- d) **Alquraini& Gut, 2012:** The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities. Therefore, all students can be full participants in their classrooms and in the local school community. Much of the movement is related to legislation that students receive their education in the Least Restrictive Environment (LRE). This means they are with their peers without disabilities to the maximum degree possible, with general education the placement of first choice for all students
- e) **Michael F. Giangreco (1997):** “Inclusive education is a set of values, principles and practices that seeks more effective and meaningful education for all students, regardless of whether they have exceptionality labels or not”.
- f) **Advani and Chadha (2003):** Inclusive education aims to provide a favourable setting for achieving equal opportunity and full participation for all, thus bringing children with special needs well within the purview of mainstream education”.
- g) **Uppal and Dey (2001):** “Inclusive education implies synchronization of the educational needs of the normal children and the educational requirements of the children with special needs, so as to evolve a common curriculum with a view to provide education to all in regular schools itself”.
- h) **Stainback and Stainback (1992):** Inclusive school or set up may be defined as “a place where everyone belongs, is accepted, supports and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met”.
- i) **M.Manivannan (2001):** “Inclusive education is the implementation of the policy and process that allows all children to participate in all programmes. The process of inclusion denotes the ways in the system, makes it welcoming to all. Inclusive education is nothing but making the programme for disabled children as an integral part of the general educational system rather than a system within general education”.
- j) Inclusion in education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff.

Inclusive Education as defined by NCF 2005

- 1) Disability is a social responsibility.
- 2) Failure of a child is an indication of the failure of school.
- 3) No selection procedures to be adopted for denying admission to learner with disabilities.
- 4) Accept difference and elaborate diversity.
- 5) Inclusive is not confined to the disabled it also means non-existence.
- 6) Learn human rights and conquer human wrong.
- 7) Handicap is a social construct, deconstruct handicap.
- 8) Make provisions and not restrictions; adjust to the needs of the child.
- 9) Remove social, physical and attitudinal barriers.
- 10) Partnership is our strength such as: School-community; school-teacher; teachers-children; children-children; teachers-parents; school systems and outside system.
- 11) All good practices of teaching are practices of inclusion.
- 12) Learning together is beneficial for every child.
- 13) Support services are essential services.
- 14) If we want to teach, learn from the child. Identify his strengths and not limitations.
- 15) Inculcate mutual respect and inter-dependence.

Characteristics of Inclusive Education: Inclusive education will be successful if these important features and practices are followed:

- a) **Accepting unconditionally:** Accepting unconditionally all children into regular classes and the life of the school.
- b) **Support to children:** Providing as much support to children, teachers and classrooms as necessary to ensure that all children can participate in their schools and classes.
- c) **Equal sharing:** Looking at all children at what they can do rather than what they cannot do.
- d) **Expectations:** Teachers and parents have high expectations of all children.
- e) **Goals according to child needs:** Developing education goals according to each child's abilities. This means that children do not need to have the same education goals in order to learn together in regular classes.
- f) **Designing schools and classes:** Designing schools and classes in ways that help children learn and achieve to their fullest potential (for example, by developing class time tables for allowing more individual attention for all students).

- g) **Strong leadership:** Having strong leadership for inclusion from school principals and other administrators.
- h) **Knowledge of teachers:** Having teachers who have knowledge about different ways of teaching so that children with various abilities and strengths can learn together.
- i) **Work together:** Having principals, teachers, parents and others work together to determine the most effective ways of providing a quality education in an inclusive environment.

Features of Inclusive Education:

- Equality
- Learning Together
- Need Based Support
- Valuing Diversity
- Sense of Belongingness

Aims and Objectives of Inclusive Education:

- a) Education for All
- b) Protection of Constitutional Rights
- c) Identification of Learners' Skills
- d) Development of Social Consciousness
- e) Prepare for New Challenges
- f) Development of Brotherhood
- g) Training programmes on Inclusive Education for the Teachers
- h) Improve Quality of Education

Basic elements of inclusive education:

- a) **Use of teaching assistants or specialists:** This staffs have the potential to be inclusive or divisive. For instance, a specialist who helps teachers address the needs of all students is working inclusively. A specialist who pulls students out of class to work with them individually on a regular basis is not.
- b) **Inclusive curriculum:** An inclusive curriculum includes locally relevant themes and contributions by marginalized and minority groups. It avoids binary narratives of good and bad, and allows adapting the curriculum to the learning styles of children with special education needs.

- c) **Parental involvement:** Most schools strive for some level of parental involvement, but it is often limited to emails home and occasional parent–teacher conferences. In a diverse school system, inclusion means thinking about multiple ways to reach out to parents on their own terms.

1.2.4. LEGAL ISSUES OF INCLUSIVE EDUCATION: EDUCATION LAWS AND DISABILITIES LAWS

The new anti-discriminatory climate has provided the basis for much change in policy and statute, nationally and internationally. Inclusion has been enshrined at the same time that segregation and discrimination have been rejected. Articulations of the new developments in ways of thinking, in policy and in law include:

- 1) The UN Convention on the Rights of the Child (1989) which sets out children’s rights in respect of freedom from discrimination and in respect of the representation of their wishes and views.
- 2) **The Convention against Discrimination in Education of UNESCO** prohibits any discrimination, exclusion or segregation in education.
- 3) The UNESCO Salamanca Statement (1994) which calls on all governments to give the highest priority to inclusive education.
- 4) The UN Convention on the Rights of Persons with Disabilities (2006) which calls on all States Parties to ensure an inclusive education system at all levels.

Principles and necessary resources of inclusive education:

Although once hailed, usually by its opponents, as a way to increase achievement while decreasing costs, full inclusion does not save money, but is more cost-beneficial and cost-effective. It is not designed to reduce students’ needs, and its first priority may not even be to improve academic outcomes; in most cases, it merely moves the special education professionals (now dual certified for all students in some states) out of “their own special education” classrooms and into a corner of the general classroom or as otherwise designed by the “teacher-in-charge” and “administrator-in-charge”. To avoid harm to the academic education of students with disabilities, full panoply of services and resources is required (of education for itself), including:

- i) **Adequate supports:** Adequate supports and services for the student
- ii) **Well-designed individualized education programs:** Well-designed individualized education programs

- iii) **Professional development:** Professional development for all teachers involved, general and special educators alike
- iv) **Time for teachers to plan:** Time for teachers to plan, meet, create, and evaluate the students together
- v) **Reduced class size:** Reduced class size based on the severity of the student needs
- vi) **Professional skill development:** Professional skill development in the areas of cooperative learning, peer tutoring, adaptive curriculum
- vii) **Collaboration:** Collaboration between parents or guardians, teachers or para educators, specialists, administration, and outside agencies.
- viii) **Sufficient funding:** Sufficient funding so that schools will be able to develop programs for students based on student need instead of the availability of funding.

Indeed, the students with special needs do receive funds from the federal government, by law originally the Educational for All Handicapped Children Act of 1974 to the present day, Individuals with Disabilities Education Improvement Act, which requires its use in the most integrated setting.

In **principle**, several factors can determine the success of inclusive classrooms:

- a) Family-school partnerships
- b) Collaboration between general and special educators
- c) Well-constructed plans that identify specific accommodations, modifications, and goals for each student
- d) Coordinated planning and communication between “general” and “special needs” staff
- e) Integrated service delivery
- f) Ongoing training and staff development
- g) Leadership of teachers and administrators

By the mid-1980s, school integration leaders in the university sector already had detailed schemas (e.g., curriculum, student days, students with severe disabilities in classrooms) with later developments primarily in assistive technology and communication, school reform and transformation, personal assistance of user-directed aides, and increasing emphasis on social relationships and cooperative learning. In 2015, most important are evaluations of the populations still in special schools, including those who may be deaf-blind, and the leadership by inclusion educators, who often do not yet go by that name, in the education and community systems.

Other important principles are as under: Certain important principles of inclusion are:

- i) Sharing of responsibilities of functionaries working at different levels;
- ii) Providing additional support to children;
- iii) Development of a collaborative framework to meet the additional needs and interests of children;
- iv) Implications for various types of disabilities;
- v) Knowledge about family and social environment children;
- vi) Modifications in teaching-learning strategies/modalities;
- vii) Improving professional competencies of teachers; and
- viii) Ensuring community support and support of other functionaries working at different levels

How can we advance inclusive education? To make inclusive education a reality we need to do the following:

- a) Ensure that educators have the training, flexibility, and resources to teach students with diverse needs and learning styles
- b) Ensure that kindergartens and schools receive adequate and sustainable financial support so that all activities and services are fully inclusive
- c) Empower parents to assert their children's right to education in inclusive settings
- d) Enable the entire community—including mainstream and special educators, social workers, parents, and students—to work together and participate in the design, delivery, and monitoring of education, thereby reframing inclusive education as a shared responsibility
- e) Hold governments accountable for implementing antidiscrimination legislation, legal mandates for inclusion, and policies to remove barriers

Common practices in Inclusive classroom:

Students in an inclusive classroom are generally placed with their chronological age-mates, regardless of whether the students are working above or below the typical academic level for their age. Also, to encourage a sense of belonging, emphasis is placed on the value of friendships. Teachers often nurture a relationship between a student with special needs and a same-age student without a special educational need. Another common practice is the assignment of a buddy to accompany a student with special needs at all times (for example in the cafeteria, on the playground, on the bus and so on). This is used to show students that a diverse group of people

make up a community, that no one type of student is better than another, and to remove any barriers to a friendship that may occur if a student is viewed as “helpless.” Such practices reduce the chance for elitism among students in later grades and encourage cooperation among groups.

Teachers use a number of techniques to help build classroom communities:

- i) Using games designed to build community
- ii) Involving students in solving problems
- iii) Sharing songs and books that teach community
- iv) Openly dealing with individual differences by discussion
- v) Assigning classroom jobs that build community
- vi) Teaching students to look for ways to help each other
- vii) Utilizing physical therapy equipment such as standing frames, so students who typically use wheelchairs can stand when the other students are standing and more actively participate in activities.
- viii) Encouraging students to take the role of teacher and deliver instruction (e.g. read a portion of a book to a student with severe disabilities)
- ix) Focusing on the strength of a student with special needs
- x) Create classroom checklists
- xi) Take breaks when necessary
- xii) Create an area for children to calm down
- xiii) Organize student desk in groups
- xiv) Create a self and welcoming environment
- xv) Set ground rules and stick with them
- xvi) Help establish short-term goals
- xvii) Design a multi-faced curriculum
- xviii) Communicate regular with parents and/or caregivers
- xix) Seek support from other special education teachers

Inclusionary practices are commonly utilized by using the following team-teaching models:

- 1) **One teach, one support:** In this model, the content teacher will deliver the lesson and the special education teacher will assist students individual needs and enforce classroom management as needed.

- 2) **One teaches, one observe:** In this model, the teacher with the most experience in the content will deliver the lesson and the other teacher will float or observe. This model is commonly used for data retrieval during IEP observations or Functional Behaviour Analysis.
- 3) **Station teaching (rotational teaching):** In this model, the room is divided into stations in which the students will visit with their small groups. Generally, the content teacher will deliver the lesson in his/her group, and the special education teacher will complete a review or adapted version of the lesson with the students.
- 4) **Parallel teaching:** In this model, one half of the class is taught by the content teacher and one half is taught by the special education teacher. Both groups are being taught the same lesson, just in a smaller group.
- 5) **Alternative teaching:** In this method, the content teacher will teach the lesson to the class, while the special education teacher will teach a small group of students an alternative lesson.
- 6) **Team teaching (content/support shared 50/50):** Both teachers share the planning, teaching, and supporting equally. This is the traditional method, and often the most successful co-teaching model.

Common learning environment and Inclusive education: Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion.

Inclusive education is carried out in a **common learning environment**; that is, an educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community. A common learning environment is not a place where students with intellectual disabilities or other special needs learn in isolation from their peers.

Effective common learning environments:

- a) Enable each student to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen educational setting;
- b) Provide a positive climate, promote a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals;
- c) Are responsive to individual learning needs by providing sufficient levels of support and applying student-centred teaching practices and principles.
- d) Common learning environment: an inclusive environment where instruction is designed to be delivered to students of mixed ability and with their peer group in the community school, while being responsive to their individual needs as a learner, and used for the majority of the students' regular instruction hours.

Process of Inclusive Education:

- 1) **Awareness raising:** Awareness raising on the right to education for all children at local, regional and national levels.
- 2) **Parents support:** Parents support to understand their children's educational, social and sometimes medical needs.
- 3) **Frame Policies and reviews:** Developing inclusive education policies, revising existing policies.
- 4) **Teacher training programmes:** Teacher training programmes to promote inclusive practices.
- 5) **Specialized techniques for teaching:** Specialized techniques for teaching children with a range of learning and communication styles and needs.

The Benefits of Inclusive Education:

- a) **Develop a sense of belonging:** All children are able to be part of their community and develop a sense of belonging and become better prepared for life in the community as children and adults.
- b) **Provides better opportunities for learning:** It provides better opportunities for learning. Children with varying abilities are often better motivated when they learn in classes surrounded by other children.
- c) **Expectations of the children:** The expectations of all the children are higher. Successful inclusion attempts to develop an individual's strengths and gifts.

- d) **Work on individual goals:** It allows children to work on individual goals while being with other students their own age.
- e) **Encourages the involvement of parents:** It encourages the involvement of parents in the education of their children and the activities of their local schools.
- f) **Fosters a culture of respect and belonging:** It fosters a culture of respect and belonging. It also provides the opportunity to learn about and accept individual differences.
- g) **Opportunities to develop friendships:** It provides all children with opportunities to develop friendships with one another. Friendships provide role models and opportunities for growth.

Barriers in Inclusive Education:

- a) Negative approach
- b) Lack of physical facilities & funds
- c) Lack of trained teachers
- d) Social discrimination
- e) Educational problems
- f) Inferiority complex
- g) Lack of understanding
- h) Adjustment problem
- i) Isolated and segregated
- j) Feeling of Extra burden
- k) Insecurity in society

The Inclusive Class may have the following Children:

According **NATIONAL CURRICULUM FRAMEWORK (NCF) 2005:**

- 1) Normal Children
- 2) Mentally Challenged / Intellectual Disable Children (MR/ID)
- 3) Physically Challenged Children
- 4) Children with Visual Impairment
- 5) Children with Hearing Impairment
- 6) Children with Loco motor Disability
- 7) Gifted children

Models/Theory of Full Inclusion:

- i) **Co-operative Learning:** This is an effective way of including children with disabilities in a regular classroom. Here children in heterogeneous small groups work together towards a specific goal. Before making the groups, peers are deliberately trained to help a particular academic skill to children with disabilities.
- ii) **Instructional Adaptations and Accommodations:** Instruction may be modified for learner with disabilities. Modifications usually take the form of modified assignments or modified instructional strategies. Children with disability feel comfortable in the group as the modification is made to suit them.
- iii) **Training General Education Teachers:** General education teachers are content experts. But they are not well versed with the special needs of children with disabilities. Special education teachers usually lack expertise in teaching an individual subject. Keeping this in mind the general education teachers are given additional training in the area of specific disabilities and the special instructional needs.
- iv) **Practical Difficulties of Full Inclusion:**
 - **Labeling:** There is a possibility that some children with disabilities feel inferior due to their deviant condition. This may lead to poor self-esteem in the child and hinder the child from taking part in other activities of the school.
 - **Special instructional needs:** Few children with disabilities depending on the type and severity of their disability call for special material and method in the instructional setting. It may be feasible to provide those in a regular school. Thus regular schools may not be the ideal place for the practice of inclusiveness.
 - **Stigma of groupism:** Children with disabilities may be viewed as a group and this will divert the attention from the individual. They may be treated as yet another minority group, adding to the already existing groups in the society.
 - **Attitude of general educators:** Most teachers in the general stream feel that they are not capable of handling children with disabilities. Teachers already have a tedious job of catering to a huge number. Due to this over-burdening situation, they are unwilling to do extra work. It results in negative attitude of teachers and heads of institutes towards taking children with disability.

Let us now differentiate among Special education, Integrated Education and Inclusive education.

Difference/comparison and Relation among Special, Integrated and Inclusive Education

Content	Special Education	Integrated Education	Inclusive Education
1. School	Special type school. Different special schools for different special children.	Mainstreaming schools	Mainstreaming schools
2. Students	Specific schools for specific handicapped children.	All types of physically challenged students and general students	All types of students and physically challenged children
3. Teacher	Special teacher/ educator for special type students/children	General teacher and special trained educator	General trained teacher and trained special educator.
4. Objectives	Ability based development, Functional skills development, Vocational education, Rehabilitation etc.	Optimum Development, Social integration, Optimum schools education, Self dependence etc.	All round development, Class free education, Equality in opportunity, Free education, Life Skill education etc.
5. Beneficiaries	Mentally Retarded, Sensory Handicapped- Visual Impairment and Hearing Impairment, Autism and Cerebral Palsy. Family of these handicapped and their parents	All types of handicapped/ physically challenged, Learning disabled children, Indirectly the society, Parents etc	All types of handicapped/ physically challenged, Learning disabled, Orthopedically handicapped, Socially and economically disadvantaged children, girls from weaker sections, Third gender children, TB children, Leprosy children, All types of excluded children.
6. View Point	Benevolence, Donation etc	Unity with respect to social diversities and social integration	Children rights, Right to education, Human rights, Empowerment and Democracy.
7. Teaching Methods	Different teaching methodology for differently able children, Individualized Instruction	General/Universal education, Partial Individualized instruction, Specialized teaching, Behaviour Modification teaching, Play and Culturally trained teaching	General/Universal education, Individualized instruction, Remedial teaching, Peer tutoring, Peer help

8. Curriculum	Specialized Curriculum for different handicapped, Diluted curriculum	Mainly General curriculum and then Individualized curriculum.	Mainly General curriculum, Adaptation is needed
9. Teaching Aids	Special TLM such as Brail books for visually handicapped	All types of special TLM, Chalk, Duster, Projector etc.	All types of special TLM, Chalk, Duster, Projector etc.
10. Evaluation	CRT and NRT	CRT and NRT	CRT and NRT

Conclusion: There are lots of challenges in regarding Inclusion in the field of Education. No debate is required in this regard; we believe that Inclusive Education is the only answer for ‘Education for all’ which includes children with disabilities. The process of inclusion has been started, but much needs to be done to achieve the desire goals. According to Swamiji, “Man is potentially infinite and perfect, and divinity is ingrained in the very nature of man.” So we have to confirm the complete participation of larger section of society in the field of education through inclusion.

1.2.5 PHILOSOPHICAL, SOCIOLOGICAL; ECONOMICAL & HUMANITARIAN DIMENSION OF INCLUSIVE EDUCATION

1. Philosophical Dimensions:

According to Peters, 2007, it is responsibility of the general education system to be responsive to all students. A responsive general education system provides high expectations and standards, quality academic curriculum and instruction that are flexible and relevant, an accessible environment and teachers who are well prepared to address the educational needs of all students. Progress in general education is a process evidenced by schools and communities working together to create citizens for an inclusive society who are educated to enjoy the full benefits, rights and experiences of societal life. There are

- a) Individual Difference:
- b) Individualized Instruction:
- c) Global Society:
- d) Globalized Education:
- e) Gestaltic approach:

2. Sociological Dimension:

Inclusion also looks beyond education. It challenges for changes in society to enable all children to become accepted and valued for what they are and for what they can contribute to the learning process.-**Ghosh, SK (2005)**. There are

- a) Equal opportunity:
- b) Democratic right:
- c) Human right:
- d) Protection of Children's Right Act:
- e) Social change-Vertical social mobility:
- f) Nomenclature-handicapped-impairment-diverse needs-challenged children-differently abled:
- g) Trust:

3. Economical Dimension:

All that is required for the implementation of any policy and practice is economic consideration. A review of the history of special education shows that there is a special pressure on the government's finances to build a special institution for special education and to provide special services related to it. In many cases the assistance of national/international level NGOs has to be taken. There are

- a) Expenditure on Inclusive Education:
- b) Empowerment:
- c) Rehabilitations:

4. Humanitarian Dimension:

No matter how the great philosophers and educationists of India explain their philosophy, they all spoke of education for the sake of humanity. Rabindranath spoke of attaining universal humanity by attaining full humanity. Swami Vivekananda received the mantra from his guru Ramkrishna - 'Jive daya not jive service'. That is why Vivekananda announced that the new India will be built by the hands of the neglected, the poor, the afflicted, the downtrodden, the labouring people, for the good of all. Gandhiji said that one can reach the real truth and realize God if one devotes oneself to the service of humanity through self-improvement and self-realization through knowledge and action.

As we review the history of special education, we see that in very ancient times, any disabled child was a part of the society. The idea was that they were in this condition as a result of some previous sin, the indwelling of a sinful spirit within. So avoid them, kill them. Later they were forced to engage in some bad work, begging, prostitution. Later, when the society became more liberal, education was organized in special institutions,

separating them from the society according to the type of disability, lest they should be corrupted by their touch. There are

- a) Education for All
- b) Delors Commission, 1996 by UNESCO:
 - (i) Learning to know/learn
 - (ii) Learning to live/Life-long learning
 - (iii) Learning to be-peaceful co-existence/ Learning to live together
 - (iv) Learning to do

Advantages of Inclusive Education for the Individual and Society:

- a) **Children with Disabilities:**
 - (i) **Learn new skills** : They can learn new skills through imitation
 - (ii) **Equip them to live in their communities** :They are with peers from whom they can learn new social and real life skills that will equip them to live in their communities
 - (iii) **Opportunity to develop friendships** :They have the opportunity to develop friendships with typically developing children
 - (iv) **Get access to education** : They get access to education in their communities instead of being sent away to special schools or staying at home
 - (v) **Facilities more appropriate social behavior**: Inclusive education facilities more appropriate social behavior because of higher expectations in the general education classroom
 - (vi) **Promotes levels of achievement**: It promotes levels of achievement higher than or at least as high as those achieved in self-contained classrooms
 - (vii) **Offers a wide circle of support** : It offers a wide circle of support, including social support from classmates without disabilities
 - (viii) **Improves the ability of students and teachers** : It improves the ability of students and teachers to adapt to different teaching and learning styles.
- b) **Children without Disabilities:**
 - **Able to learn more realistic and accurate views** : They are able to learn more realistic and accurate views about children with disabilities
 - **Develop positive attitudes** :They can develop positive attitudes towards those different from them

- **Slow and gifted learners can benefit from the inclusion:** They can learn from others who successfully achieve despite challenges. Both slow and gifted learners can benefit from the inclusion
 - **Advantages of having an extra teacher:** Inclusive education offers the advantages of having an extra teacher or aide/assistant to help them with the development of their own skills
 - **Greater acceptance of students with disabilities:** It leads to greater acceptance of students with disabilities
 - **Facilities understanding the students with disabilities:** It facilitates understanding that students with disabilities are not always easily identified.
 - It promotes better understanding of the similarities among students with and without disabilities
- c) **Communities:**
- **Economies by providing one for all children:** They can economize by providing one for all children rather than separate programmes.
 - **Full potential through effective education:** People with disabilities who have developed their full potential through effective education no longer a burden to society but making a contribution.
 - **Communities will learn to appreciate diversity:** Communities will learn to appreciate diversity in their midst/self.
- d) **Families of children with disabilities:**
- **Feel less isolated :** They will feel less isolated from the rest of the community
 - **Develop relationships with other families:** They will develop relationships with other families who can provide them with support.
 - **Without the need to send those away to special schools or hostels:** They can enjoy having their children at home during their school years without the need to send them away to special schools or hostels.
- e) **Families with children without disabilities:**
- **Develop relationships with families:** They will develop relationships with families with children with disabilities and be able to make a contribution.
 - **Able to teach their children about individual differences :** They will be able to teach their children about individual differences and the need to accept those who are different.

1.2.6. FACTORS AFFECTING INCLUSIVE EDUCATION

- (i) Negative attitude of the teachers
- (ii) Negative attitude of the parents
- (iii) Negative attitude of the society
- (iv) Mental barrier
- (v) Economic barrier both in family and community
- (vi) Lack of vocational placement
- (vii) Inadequate infrastructure in schools
- (viii) Less trained teachers

1.2.7. EVOLUTION/HISTORICAL BACKGROUND OF THE INTEGRATED & INCLUSIVE EDUCATION PROGRAMME

- a) The government of India is constitutionally committed to ensuring the right of every child to basic education. The Government of India has created numerous policies around special education since the country's independence in 1947.
- b) One of the earliest formal initiatives undertaken by the GOI was the Integrated Education for Disabled Children (IEDC) scheme of 1974 (NCERT, 2011).
- c) The Kothari Commission (1966) which highlighted the importance of educating children with disabilities during the post-independence period (Pandey 2006).
- d) In 1980s, ministry of Welfare, Govt. of India, realized the crucial need of an institution to monitor and regulate the Human Resource Development programmes in the field of disability rehabilitation.
- e) Till 1990s, ninety percent of India's estimated 40 million children in the age group- four-sixteen years with physical and mental disabilities are being excluded from mainstream education.
- f) The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (1992) stresses the need for integrating children with special needs with other groups. The Government of India implemented the District Primary Education Project (DPEP) in 1994–95.
- g) In late 90s (i.e. in 1997) the philosophy of inclusive education is added in District Primary Education Programme (DPEP).
- h) This programme laid special emphasis on the integration of children with mild to moderate disabilities, in line with world trends, and became one of the GOI s largest flagship

programmes of the time in terms of funding with 40,000 million rupees (approximately 740 million US dollars).

- i) SarvaShikshaAbhiyan (SSA) was launched to achieve the goal of Universalisation of Elementary Education in 2001, is one such initiative.
- j) Three important aspect of UEE are access, enrolment and retention of all children in 6-14 years of age. A zero rejection policy has been adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided meaningful and quality education.
- k) National Curriculum Framework (NCF) 2005 has laid down a clear context of inclusive education.
- l) In 2005, the Ministry of Human Resource Development implemented a National Action Plan for the inclusion in education of children and youth with disabilities.
- m) Furthermore, IEDC was revised and named “Inclusive Education of the Disabled at the Secondary Stage” (IEDSS) in 2009-10 to provide assistance for the inclusive education of the disabled children at 9th and 10th classes.

This scheme now subsumed under RashtriyaMadhyamikShikshaAbhiyan(RMSA) from 2013. It is important to integrate these children into regular schools to help them socialize and build their confidence.

1.2.8. LET SUM UP

Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all. But progress comes slowly. Inclusive systems require changes at all levels of society. At the school level, teachers must be trained, buildings must be refurbished and students must receive accessible learning materials. According to Swamiji, “Man is potentially infinite and perfect, and divinity is ingrained in the very nature of man.” So we have to confirm the complete participation of larger section of society in the field of education through inclusion. IEDC was revised and named “Inclusive Education of the Disabled at the Secondary Stage” (IEDSS) in 2009-10 to provide assistance for the inclusive education of the disabled children at 9th and 10th classes.

1.2.9. ASSIGNMENT

1. What do you mean by barriers to inclusive education?
2. Discuss the philosophical, sociological, economical and humanitarian perspective of inclusive education.
3. Mention the factors affecting inclusion.

1.2.10. SUGGESTED READINGS

1. Booth, Tony (1996). A Perspective of Inclusion from England. *Cambridge Journal of Education*, 26(1), 87-99.
2. Ed.CIL (2001). A Report on National Level Workshop on Towards Inclusive Schools in DPEP, JP Naik Centre, Pune.
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6. Nanda, B P & Ghosh, Sanat K. (2008). *Bishesh Sikhshar Itihas*. Rabindra Bharati University, Kolkata.

Block-2
Concept of Disability
Unit-1
Impairment, Disability and Handicap

CONTENT STRUCTURE

- 2.1.1: Introduction**
 - 2.1.2: Objectives**
 - 2.1.3: Concept of Impairment, Disability and Handicap**
 - 2.1.4: Classification of Disability based on ICF Model and RPWD Act 2016**
 - 2.1.4.1: Classification of Disability based on ICF Model**
 - 2.1.4.2: Types of Disability as per RPWD Act 2016**
 - 2.1.5: Readiness of School and Models of Inclusion**
 - 2.1.5.1: Readiness of Schools for Inclusion**
 - 2.1.5.2: Models of Inclusion**
 - 2.1.6: Let us Sum up**
 - 2.1.7: Assignment**
 - 2.1.8: Suggested Readings**
-

2.1.1: INTRODUCTION

The concept of disabilities is a multifaceted and evolving area of study and social concern that encompasses a wide range of conditions and experiences. Disabilities refer to physical, cognitive, sensory, emotional, or developmental impairments that may limit a person's ability to perform certain activities or participate fully in society. Understanding the concepts of disabilities involves recognizing the diversity of experiences, the impact of societal attitudes and structures, and the importance of promoting inclusivity and equal opportunities for all individuals. Here, we will provide an introduction to the key concepts related to disability.

2.1.2: OBJECTIVES

After going through this Unit you will be able -

- To understand the meaning and concepts of Impairment, Disability and Handicap.
- To know about Classification of Disabilities based on ICF Model.
- To know about inclusion.

2.1.3: CONCEPT OF IMPAIRMENT, DISABILITY AND HANDICAP

The concepts of impairment, disability and handicap are often used to describe different aspects of the experiences of individuals with disabilities. These terms were historically used in the field of disability studies and have been replaced with more contemporary language in some contexts. However, they are still relevant and can provide a framework for understanding the various dimensions of disability:

Impairment:

- **Definition:** Impairment refers to a loss or abnormality in an individual's bodily structure or function. It is a medical or biological condition that can affect physical, sensory, cognitive, or psychological functioning. Impairments can be temporary or permanent and may be congenital (present at birth) or acquired (developed due to injury, illness, or other factors).
- **Example:** Examples of impairments include visual impairments (e.g., blindness or low vision), hearing impairments (e.g., deafness or hearing loss), mobility impairments (e.g., paralysis or limb amputation), and cognitive impairments (e.g., intellectual disabilities or memory impairments).
- **Note:** Impairment is often the starting point in the traditional medical model of disability, which focuses on diagnosing and treating medical conditions.

Disability:

- **Definition:** Disability is a broader concept that encompasses the limitations or restrictions in an individual's ability to perform activities or participate fully in society due to their impairment. Disability is not solely a medical issue but is influenced by societal and environmental factors.
- **Example:** If a person has a mobility impairment (impairment), they may face a disability when they encounter barriers to accessing public transportation or buildings that are not wheelchair accessible.

- **Note:** The social model of disability emphasizes that disability is not solely a result of impairments but is also shaped by social and environmental factors, including attitudes, policies, and physical barriers.

Handicap:

- **Definition:** The concept of handicap is less commonly used in contemporary discussions of disability but was historically used to describe the disadvantages or disadvantages that individuals with disabilities might face in specific social or environmental contexts. Handicap results from the interaction between an individual's impairment, disability, and the societal context.
- **Example:** If a person with a mobility impairment (disability) faces barriers to employment due to inaccessible workplaces or discriminatory hiring practices, they may experience a handicap in terms of limited job opportunities.
- **Note:** The concept of handicap has been criticized for focusing on the limitations of the individual rather than addressing societal barriers, and it has been largely replaced by the broader concept of disability.

It's important to note that the terminology used to describe disability has evolved over time, and contemporary discussions often prioritize person-first language and the social model of disability. In this framework, the emphasis is on removing barriers and creating an inclusive society rather than categorizing individuals based on their impairments or limitations.

While these concepts provide a framework for understanding disability, it's essential to use language that respects the dignity and autonomy of individuals with disabilities and to promote inclusive and equitable practices in all aspects of society.

2.1.4: CLASSIFICATION OF DISABILITIES BASED ON ICF MODEL AND RPWD ACT 2016

2.1.4.1: Classification of Disabilities based on ICF Model

The International Classification of Functioning, Disability, and Health (ICF) is a framework developed by the World Health Organization (WHO) that provides a standardized way of classifying and describing health and health-related domains. It takes a holistic approach to understanding disability and functioning by considering not only the presence of impairments but also the impact on a person's activities and participation in society. The ICF classifies disabilities and health conditions into the following components:

Body Functions and Structures: This component focuses on the physiological and anatomical aspects of a person's health. Disabilities or impairments related to body functions and structures are categorized under this component. It includes:

- Impairments in body functions, such as sensory impairments (vision, hearing), neurological impairments, musculoskeletal impairments, etc.
- Impairments in body structures, such as deformities, amputations, and structural anomalies.

Activities and Participation: This component addresses how an individual's health condition affects their ability to carry out tasks and participate in various life activities. Disabilities in this component are grouped into the following categories:

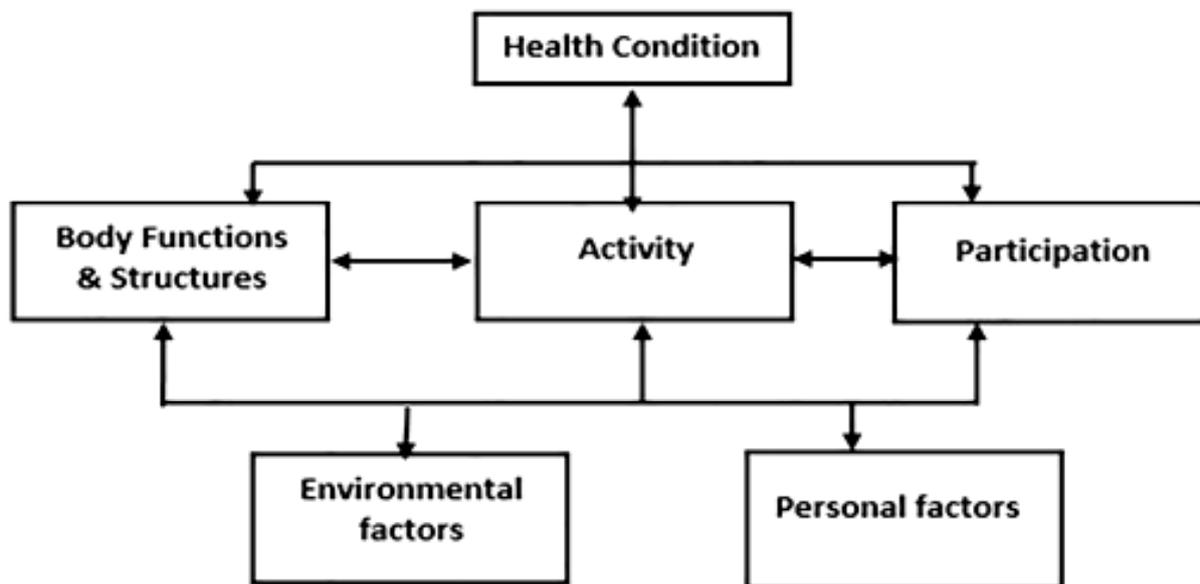
- Activity limitations: These refer to difficulties a person may have in executing specific tasks or actions, such as mobility limitations, communication difficulties, or self-care challenges.
- Participation restrictions: These relate to problems a person may face in participating in broader life situations, including social, educational, and occupational activities.

Environmental Factors: This component considers the external factors in a person's environment that can either facilitate or hinder their functioning and participation. Environmental factors can be supportive or a barrier to individuals with disabilities. They include:

- Physical environment: Access to buildings, transportation, and assistive devices.
- Social environment: Attitudes and support from others, societal attitudes toward disability, and social services.
- Policies and legislation: Laws and regulations that affect the rights and opportunities of individuals with disabilities.

Personal Factors: Personal factors are not officially classified within the ICF but are recognized as important contextual factors that can influence an individual's functioning and disability experience. These factors include a person's gender, age, coping strategies, beliefs, values, and other individual characteristics.

The ICF framework allows for a comprehensive and multidimensional understanding of disability and health conditions. It emphasizes that disability is not solely about impairments but is a complex interplay between impairments, functioning in daily life, environmental factors, and personal factors. By classifying disabilities based on the ICF model, healthcare professionals and policymakers can better assess, plan for, and provide services to individuals with disabilities while considering their unique needs and the broader societal context.



2.1.4.2: Types of Disability as per RPWD Act 2016

The number of recognized disability conditions was increased from 7 to 21 in the Rights of Persons with Disabilities Act 2016 (hereinafter RPWD Act 2016). The RPWD Act 2016 (Act 49 of 2016) was enacted by the Indian Parliament to fulfill India's obligation to implement the UN Convention on the Rights of Persons with Disabilities (UNCRPD). The Act came into effect on 19 April 2017. Following are the 21 disabilities included in the RPWD Act 2016:

1. Blindness
2. Low-vision
3. Leprosy Cured persons
4. Hearing Impairment (deaf and hard of hearing)
5. Locomotor Disability
6. Dwarfism
7. Intellectual Disability
8. Mental Illness
9. Autism Spectrum Disorder
10. Cerebral Palsy
11. Muscular Dystrophy
12. Chronic Neurological conditions
13. Specific Learning Disabilities
14. Multiple Sclerosis

15. Speech and Language disability
16. Thalassemia
17. Hemophilia
18. Sickle Cell disease
19. Multiple Disabilities including deaf-blindness
20. Acid Attack victim
21. Parkinson's disease

2.1.5: READINESS OF SCHOOL AND MODELS OF INCLUSION

The readiness of schools to implement inclusive education and the models of inclusion they adopt are critical factors in ensuring that students with diverse abilities and backgrounds have equitable access to quality education. Inclusion refers to the practice of educating all students, including those with disabilities or special needs, in general education classrooms alongside their typically developing peers. Here, I'll discuss the readiness of schools for inclusion and different models of inclusion:

2.1.5.1: Readiness of Schools for Inclusion

- **Attitude and Culture:** The readiness for inclusion often begins with the attitudes and beliefs of school staff, including teachers, administrators, and support staff. A positive and inclusive school culture is crucial for fostering an environment where all students are valued and respected.
- **Teacher Training:** Teachers need appropriate training and professional development to effectively support students with diverse needs. This includes understanding various disabilities, implementing differentiated instruction, and using inclusive teaching strategies.
- **Infrastructure and Resources:** Schools should have physical infrastructure and resources that are accessible to all students. This may involve ramps, elevators, accessible restrooms, and classroom materials in multiple formats (e.g., Braille, large print, digital).
- **Support Services:** Schools should have support services in place, such as special education programs, speech therapy, occupational therapy, and counseling, to meet the individual needs of students with disabilities.
- **Collaboration:** Collaboration among teachers, specialists, and parents is essential. Regular communication and collaboration can help tailor instruction to meet each student's unique needs.

- **Individualized Education Plans (IEPs):** For students with disabilities, the development and implementation of IEPs are critical. These plans outline specific goals, accommodations, and services required for each student.

2.1.5.2: Models of Inclusion

Inclusion describes the efforts to keep students with diverse learning and behaviour needs in the classrooms and schools they would normally attend with their ‘Age-level peers’. The voice for inclusive education was raised by the humanists as well as the educationists. It is now considered to be the supplementary to the successful social system.

A teaching model is a plan, specimen or guidelines which help a teacher in creating and managing educational activities and environments to achieve goals of education. Some models are necessary to ensure the success of proper inclusion in education.

These models are as follows -

1. Full Inclusion Model

- This model is the most noteworthy model in Inclusive education.
- A special teacher is appointed for the disabled students in normal school.
- Special teacher provides support to the general teacher by team-teaching or collaboration. In collaborative co-teaching there is shared responsibility between the regular teacher and the special education teacher.

2. Team Teaching Model

- Special teachers and regular teachers work together and teach the students in one classroom.
- There should be understanding between normal and special teachers and they should work in a team and consider each other equal.
- There should be no communication gaps among the team members.
- It develops a sense of self-esteem, self-confidence and self-reliance among children with disabilities.
- Teacher also gets satisfaction and a feeling of dutifulness in a real sense.

3. Wange’s Adaptive Learning Environment Model

- Here, the teacher focuses upon the formation of intellectual skills in students so that they can learn at their own pace and are able to involve themselves in the classroom activities freely.
- Teachers are always active to provide learning experience to the students.

4. Strategies Intervention Model

- When a student learns from social interaction, only then he is able to develop his abilities/potential.
- Curriculum works as a helping aid for students.
- Special students are trained to work together with normal students.
- This model has three step strategy intervention curriculum as follows -
 1. It makes students aware about the curriculum.
 2. Main focus is on the teaching method. First pre-knowledge of students is tested and then lesson plans are prepared accordingly.
 3. It focuses on teaching social-interaction and how to work together in a team.

5. Circle of Inclusion Model

- It focuses on personal knowledge of students.
- It is used for pre-primary students (upto age of 8 years)
- Teachers, parents and other education related people help together in student's learning.
- It teaches social, emotional and interpersonal skills.
- It makes sure that every student gets maximum benefits of Inclusion.
- Here active participation of students is important.

2.1.8: LET US SUM UP

In summary, understanding the concepts of impairment, disability, and handicap is crucial for promoting inclusivity and equity for individuals with disabilities. The ICF model provides a comprehensive framework for classifying disabilities. The Indian government has recognised 21 types of disability in RPWD Act 2016. Schools should be ready to implement inclusive education with appropriate models and support.

2.1.9: ASSIGNMENT

1. Write a short note on classification of disability based on ICF Model.
2. Mention any 3 models of inclusion.
3. What are the types of disability as per RPWD Act 2016?

2.1.10: SUGGESTED READINGS

- i. Educating Exceptional Children – S.K. Mangal
- ii. Inclusive Education – Loreman, Deppeler & Harvey
- iii. Inclusive Education for children with special needs – Neena Dash
- iv. Byatikromi Sishu – Bishnupada Nanda & Sarawata Jaman
- v. Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
- vi. Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
- vii. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, RoutledgeFalmer, 2004.
- viii. Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
- ix. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
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- xi. Integrated and Inclusive Education, Premavathyand Mittal, R C I, 2006. 7. Advani, Lal. And Chadha, Anupriya(2003). You and Your Special Child, New Delhi: UBS Publishers’ Distributors Pvt. Ltd.
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- xiii. Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Childern in The Mainstream Schools and teacher education: Global Trends in Teacher education.

Block-2

Concept of Disability

Unit – 2

Diverse learners with Intellectual, Physical and Multiple Disabilities

CONTENT STRUCTURE

2.2.1: Introduction

2.2.2: Objectives

2.2.3: Prevalence of Disability, Characteristics and Educational Needs of Diverse learners with Intellectual, Physical and Multiple Disabilities

2.2.3.1: Prevalence of Disability

2.2.3.2: Characteristics of Intellectual, Physical and Multiple Disabilities

2.2.3.3: Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities

2.2.4: Concession Identification of Diverse Learners for Inclusion, Educational Evaluation Methods for Learners with Disability, Causes and Prevention of Disability

2.2.4.1: Identification of Diverse Learners for Inclusion

2.2.4.2: Educational Evaluation Methods for Learners with Disability

2.2.4.3: Causes and Prevention of Disability

2.2.5; Let us Sum up

2.2.6: Assignment

2.2.7: Suggested Readings

2.2.1: INTRODUCTION

Beginning with a meticulous examination of the prevalence across regions and populations, this chapter emphasizes the importance of gathering up-to-date data from reliable sources to comprehend the unique contexts shaping the lives of individuals with disabilities. Focusing on India, the findings of the 2011 Census are scrutinized, revealing a detailed demographic distribution and a significant upward trend in the disabled population from 2001 to 2011. This chapter underscores the significance of comprehending the prevalence, types, characteristics, and educational needs of

individuals with disabilities, advocating for inclusive and supportive educational environments that honor the unique potential of every learner.

2.2.2: OBJECTIVES

After going through this Unit you will be able -

- To know about the prevalence of disability.
- To understand the characteristics, causes and prevention of disability.
- To understand the educational needs and evaluation methods for learners with disabilities.

2.2.3: PREVALENCE OF DISABILITY, CHARACTERISTICS AND EDUCATIONAL NEEDS OF DIVERSE LEARNERS WITH INTELLECTUAL, PHYSICAL AND MULTIPLE DISABILITIES

2.2.3.1: Prevalence of Disability

The prevalence of intellectual disabilities, physical disabilities, and multiple disabilities varies by region and population. It is essential to gather up-to-date data from reliable sources to understand the prevalence in specific contexts. Generally,

Intellectual Disabilities: The prevalence of intellectual disabilities varies but is estimated to affect approximately 1-3% of the population worldwide.

Physical Disabilities: The prevalence of physical disabilities, such as mobility impairments or sensory impairments, varies depending on the specific condition and population but can affect a significant portion of the population.

Multiple Disabilities: The prevalence of multiple disabilities, where an individual has more than one significant disability, is less common but occurs in various forms.

Prevalence of Disability in India: The Registrar General and Census Commissioner of India (RG & CCI) included a question about disability status in both the 2001 and 2011 Indian Censuses. The summary of the 2011 Census findings reveals that out of India's total population of 121 crore (1.21 billion), 2.68 crore (26.8 million) individuals are classified as 'disabled,' which accounts for approximately 2.21% of the entire population.

- Of the disabled population, 56% (1.5 crore) are male, and 44% (1.18 crore) are female. In the overall population, males make up 51%, while females constitute 49%.
- A majority (69%) of the disabled population resides in rural areas, with 1.86 crore disabled individuals in rural regions and 0.81 crore in urban areas. This distribution

mirrors the general population, where 69% reside in rural areas, and the remaining 31% in urban areas.

- The percentage of disabled individuals among males and females is 2.41% and 2.01%, respectively. This trend persists across various social groups, with a higher proportion of disabled individuals among males compared to females.
- From 2001 to 2011, there was an increase in the number of disabled individuals in both rural and urban areas and among males and females. The proportion of disabled persons in the total population, as well as in the male and female populations, also increased during this period.
- The percentage of disabled individuals in relation to the total population increased from 2.13% in 2001 to 2.21% in 2011. In rural areas, the increase was from 2.21% in 2001 to 2.24% in 2011, while in urban areas, it rose from 1.93% to 2.17%. This same upward trend was observed among males and females during this decade.
- The percentage decadal change in the disabled population from 2001 to 2011 is 22.4%, whereas for the total population, the percentage decadal change is 17.7%.
- In India, 20% of disabled individuals have a disability related to movement, 19% have a visual impairment, 19% have a hearing impairment, and 8% have multiple disabilities. Males are more affected in each of these disability categories.
- Among male disabled individuals, 22% have a movement-related disability, while 18% have visual or hearing impairments, and 8% have multiple disabilities. Among female disabled individuals, 20% have visual or hearing impairments, 18% have a movement-related disability, and 8% have multiple disabilities.
- The highest number of disabled persons falls within the age group of 10-19 years, with 46.2 lakhs (4.62 million) individuals. A total of 17% of the disabled population is in the 10-19 years age group, and 16% are in the 20-29 years age group. Elderly individuals (60+ years) with disabilities make up 21% of the total disabled population across India.

Source: *Office of Chief Commissioner for Persons with Disabilities, Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice and Empowerment, Government of India.*

2.2.3.2: Characteristics of Intellectual, Physical and Multiple Disabilities

Intellectual Disabilities:

Intellectual disabilities involve limitations in intellectual functioning and adaptive behavior. They can manifest in various ways, including:

- Challenges with learning, reasoning, problem-solving, and adaptive skills.
- Delays in developmental milestones, such as speech and language development.
- Difficulty with independent living skills, social interactions, and communication.

Physical Disabilities:

Physical disabilities can encompass a wide range of conditions and impairments, including:

- Mobility impairments (e.g., paralysis, limb amputations).
- Sensory impairments (e.g., blindness, deafness).
- Chronic health conditions (e.g., cerebral palsy, muscular dystrophy).

Multiple Disabilities:

Multiple disabilities refer to the coexistence of two or more significant disabilities, which can result in complex challenges in various areas of functioning.

For example, a person may have both a mobility impairment and a sensory impairment.

2.2.3.3: Educational Needs of Diverse learners with Intellectual, Physical and Multiple Disabilities

Meeting the educational needs of diverse learners with these disabilities requires individualized approaches, specialized support, and accommodations. Key considerations include:

- Accessible learning materials and environments.
- Adapted teaching methods and curriculum.
- Assistive technology and devices.
- Support from special education professionals and therapists.
- Inclusive classroom practices and peer support.

In conclusion, understanding the prevalence, types, characteristics, educational needs, causes, and prevention of intellectual disabilities, physical disabilities, and multiple disabilities is essential for fostering inclusive and supportive educational environments. It's crucial to adopt a person-centered and holistic approach that considers the unique needs and potential of each individual, promotes accessibility, and removes barriers to participation and learning. Additionally, public awareness and advocacy for disability rights and inclusion play a vital role in creating a more inclusive society for diverse learners with disabilities.

2.2.4: CONCESSION IDENTIFICATION OF DIVERSE LEARNERS FOR INCLUSION, EDUCATIONAL EVALUATION METHODS, TECHNIQUES AND TOOLS

2.2.4.1: Concession Identification of Diverse Learners for Inclusion

Identifying and implementing concessions for diverse learners in inclusive education settings is essential to ensure that all students have equitable access to learning opportunities. Concessions are adjustments, accommodations, or modifications made to the curriculum, instructional strategies, or assessment methods to support the diverse needs of students. Here is a step-by-step guide on how to identify concessions for diverse learners in inclusion:

❖ **Assessment of Student Needs:**

Start by conducting a thorough assessment of each student's individual needs. This assessment should consider their strengths, weaknesses, learning styles, and any disabilities or exceptionalities they may have.

❖ **Collaboration:**

Collaborate with various stakeholders, including special education teachers, general education teachers, parents or guardians, and the student (when appropriate). Engage in open communication to gather insights and perspectives on the student's needs.

❖ **Review Documentation:**

If a student has an Individualized Education Plan (IEP) or a Section 504 plan, review these documents. These plans typically outline specific accommodations and concessions that have been deemed necessary for the student's success.

❖ **Assessment of the Learning Environment:**

Evaluate the physical and instructional environment to identify any barriers that may hinder a student's participation and learning.

❖ **Consideration of Diverse Needs:**

Recognize that diverse learners may have a wide range of needs. Some students may require accommodations related to physical disabilities, sensory impairments, cognitive challenges, or emotional and behavioural difficulties.

❖ **Universal Design for Learning (UDL):**

Embrace the principles of Universal Design for Learning, which involves designing instructional materials and strategies that are accessible to all students from the start. UDL can reduce the need for individual concessions.

❖ **Assistive Technology:**

Explore the use of assistive technology tools and devices that can help diverse learners. These may include screen readers, text-to-speech software, communication devices, or adaptive keyboards.

❖ **Trial and Observation:**

Experiment with different instructional strategies and accommodations to observe how the student responds. Gather data on what works best for the individual learner.

❖ **Documentation:**

Maintain clear and organized documentation of the concessions being provided to each student. This documentation should be regularly reviewed and updated as needed.

❖ **Regular Review and Revision:**

Periodically review the concessions and accommodations to ensure they are still relevant and effective. Be open to making adjustments based on the student's progress and changing needs.

❖ **Legal and Ethical Considerations:**

Ensure that all concessions and accommodations are in compliance with relevant laws and regulations, such as the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. It is essential to uphold the legal rights and protections of diverse learners.

❖ **Professional Development:**

Provide ongoing professional development and training for educators to enhance their knowledge and skills in identifying and implementing concessions for diverse learners.

❖ **Advocacy and Support:**

Advocate for the needs of diverse learners and provide support to families and caregivers to ensure they are informed and empowered advocates for their children.

❖ **Promote Inclusion:**

Foster an inclusive school culture where diversity is celebrated, and all students are welcomed and valued for who they are.

Identifying concessions for diverse learners is a dynamic and individualized process that requires ongoing assessment, collaboration, flexibility, and a commitment to providing equitable educational opportunities for all students in inclusive settings.

2.2.4.2: Educational Evaluation Methods for Learners with Disability

● **Formative Assessment:**

Formative assessment involves ongoing, real-time assessment of student learning during instruction. It provides immediate feedback to both teachers and students, helping to identify strengths and areas that need improvement. Formative assessment techniques include quizzes, polls,

exit tickets, classroom discussions, and observations. It can be particularly helpful for identifying the needs of diverse learners.

- **Individualized Education Plans (IEPs)**

For students with disabilities, IEPs include specific goals, accommodations and modifications. These plans serve as essential tools for educational evaluation, as they outline the individualized support each student requires to succeed.

- **Observation:**

Classroom observations allow teachers to directly assess how diverse learners engage with instructional materials and interact with their peers. Observations can provide insights into students' social skills, behaviour, and participation in classroom activities.

- **Diagnostic Assessment:**

Diagnostic assessments are used to identify specific learning strengths and challenges. These assessments can help educators understand the unique needs of diverse learners, particularly those with learning disabilities or other exceptionalities.

- **Standardized Testing with Accommodations:**

When using standardized tests, provide appropriate accommodations for diverse learners as outlined in their IEPs plans. Accommodations might include extended time, read-aloud options, or the use of assistive technology.

- **Portfolio Assessment:**

Portfolio assessment involves students compiling a collection of their work over time. It can be especially valuable for diverse learners, as it allows them to showcase their progress and capabilities in various ways, including written work, projects, and creative assignments.

- **Self-Assessment and Reflection:**

Encourage students to self-assess their own learning and set personal goals. This process can help them take ownership of their education and become more self-aware learners.

- **Feedback and Peer Review:**

Provide opportunities for students to give and receive feedback from their peers. Peer review can be a valuable tool for diverse learners to gain different perspectives on their work and develop collaborative skills.

- **Alternative Assessments:**

Consider alternative assessments that allow students to demonstrate their understanding in ways other than traditional tests or assignments. These assessments might include presentations, multimedia projects, or performance-based tasks.

- **Progress Monitoring:**

Continuously monitor and record student progress to track their growth over time. Progress monitoring can help educators make informed decisions about the effectiveness of interventions and instructional strategies.

- **Parent and Caregiver Feedback:**

Involve parents and caregivers in the evaluation process by seeking their input and feedback on their child's progress and needs. They can provide valuable insights into the student's performance outside of school.

2.2.4.3 Causes and Prevention of Disability

Intellectual Disabilities:

- Causes can be genetic, prenatal (e.g., exposure to toxins during pregnancy), perinatal (e.g., complications during childbirth), or postnatal (e.g., head injuries, infections).
- Prevention efforts may include genetic counselling, prenatal care, and early childhood interventions to minimize risk factors.

Physical Disabilities:

- Causes can be congenital (present at birth) or acquired (resulting from injury or illness).
- Prevention may involve public health measures (e.g., immunizations to prevent certain congenital disabilities) and safety precautions to prevent accidents and injuries.

Multiple Disabilities:

- Multiple disabilities often result from a combination of various causes and conditions.
- Prevention strategies may involve addressing the causes and risk factors associated with each specific disability within the multiple disabilities context.

2.2.5: LET US SUM UP

In summary, this chapter provides insights into the global prevalence, characteristics, and educational needs of individuals with intellectual, physical, and multiple disabilities, with India having approximately 2.21% of its population classified as disabled. Intellectual disabilities involve limitations in intellectual functioning, while physical disabilities encompass mobility and sensory impairments. Multiple disabilities present complex challenges due to the coexistence of two or more significant disabilities, requiring tailored approaches and specialized support for meeting the educational needs of diverse learners. Then the focus shifts to concession identification for diverse learners in inclusive settings, highlighting the importance of equity in access to learning opportunities. The process involves collaboration, Universal Design for Learning, assistive technology, and regular

reviews, emphasizing legal compliance, ongoing professional development, advocacy, and fostering an inclusive school culture. The final part addresses the causes and prevention of intellectual, physical, and multiple disabilities, ranging from genetic factors to postnatal influences, with prevention strategies tailored to each specific disability within the multiple disabilities context.

2.2.6: ASSIGNMENT

1. Write a report on prevalence of disability in India.
2. Describe some methods of evaluation for learners with disabilities.
3. Write a short note on concession identification of diverse learners.

2.2.7: SUGGESTED READINGS

- i. Educating Exceptional Children – S.K. Mangal
- ii. Inclusive Education – Loreman, Deppeler & Harvey
- iii. Inclusive Education for children with special needs – Neena Dash
- iv. Byatikromi Sishu – Bishnupada Nanda & Sarawata Jaman
- v. Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
- vi. Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
- vii. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
- viii. Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
- ix. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
- x. Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, Devid Fulton Pub.‘
- xi. Integrated and Inclusive Education, Premavathyand Mittal, R C I, 2006. 7. Advani, Lal. And Chadha, Anupriya(2003). You and Your Special Child, New Delhi: UBS Publishers’ Distributors Pvt. Ltd.
- xii. Sharma, Kaushal and Mahapatra (2007). Emerging Trends in Inclusive Education’, Delhi, IVY Pub.
- xii. Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Childern in The Mainstream Schools and teacher education: Global Trends in Teacher education.

Block-3
Policies and Inclusive Education
Unit-1
Facilities, Rehabilitation and laws of Inclusive Education

CONTENT STRUCTURE

- 3.1.1: Introduction**
 - 3.1.2: Objectives**
 - 3.1.3: Facilities to Diverse Learners (Academic and Financial)**
 - 3.1.4: Rehabilitation Council of India Act (1992)**
 - 3.1.5: Inclusive Education under Sarva Shiksha Abhiyan (SSA)**
 - 3.1.6: Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication**
 - 3.1.7: Let us Sum up**
 - 3.1.8: Assignment**
 - 3.1.9: Suggested Readings**
-

3.1.1: INTRODUCTION

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"

3.1.2: OBJECTIVES

After going through this unit you will be able—

- 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.

3.1.3: FACILITIES TO DIVERSE LEARNERS (ACADEMIC AND FINANCIAL)

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

1. Travel by Rail

- a) 75 per cent concession in the basic fare in the first and second class is allowed to Mentally Challenged persons accompanied by an escort. These concessions are admissible to Mentally Challenged pupils travelling between
 - Their homes and schools/institutes;
 - Place of vocation; and,
 - Place of examination centres in India.
 - The pupils should be student of government recognised schools and institutions.
- b) Travel is also permitted by two tiers AC on payment of concessional first class fare and full surcharge for two tiers AC. The concession can be availed if an individual with disability or school or institution make an application to the Station Master of the local railway station in the prescribed application form and concession certificate.
- c) Fifty percent (50%) concessions in the first and second class monthly/quarterly season fares both for the individual with disability and his/her escort over suburban and non suburban section of Indian railways is allowed. The concessional tickets are issued directly by the Station Master on production of the prescribed attested/Photostat certificate from a government doctor/hospital. In addition other conditions regarding the issue of MSTs and QSTs as applicable to general public may also apply. The certificate issued by the Government doctor is valid for three years from the date of issue.

2. Free Bus Pass

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

3. Preferential Allotment of Public Telephone Booths

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

4. Scholarships for the Challenged Persons

- a) The Union Ministry of Welfare since 1955 has been operating through the state Governments and Union territories a scheme of scholarships awarded to challenged person for pursuing education in special schools being run by non-government organisations.
- b) The scholarships are awarded to mentally handicapped students subject to their being certified by clinical psychologists/psychiatrist.
- c) The Rate of scholarships is Rs.1000/- per annum for cases hailing from the lower socio-economic status and is renewable from year to year.
- d) In case of severely challenged persons who require special arrangements for transportation, an additional monthly allowance of Rs.50/- or actual expenses, whichever is less is sanctioned.

5. Integrated Education for Challenged Persons: This centrally sponsored scheme was launched by the Department of Social Welfare in 1974 and has been transferred to the Department of Education since 1982. The handicapped children have the benefit of receiving education in the regular school system. The following allowances and facilities are provided under this scheme.

- a) Books and Stationary allowance of Rs.400/- per annum
- b) Uniform allowance of Rs. 50/- per annum
- c) Transport allowance of Rs.50/- per month (if a challenged child admitted under the scheme resides in a hostel of the school within the school premises, no transportation charges would be admissible)
- d) Reader allowance of Rs.50/- per month in case of blind children after class V
- e) Escort allowance for severely handicapped children with lower extremity disabilities at the rate of Rs.75/- per month.
- f) Annual cost of equipment subject to a maximum of Rs.2000/- per student for a period of five years.

6. Children Educational Allowance:

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

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

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

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

8. Preferential Allotment of House Sites

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

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

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

- a) Scholarships for student of standard IX and above. This is forwarded by the State Government.
- b) Assistive Devices e.g. orthotic and prosthetic appliances, hearing aid through the government approved institutions. This included travelling and residence up to fifteen days as per the rules, i.e. totally free to those whose family income is below Rs.5000/- pm and at 50% cost for those whose income is between Rs.5000/- to Rs.8000/- pm
- c) Grant -in-aid to voluntary organizations : To encourage NGOs, grant-in-aid to those institutions :
- Which are registered under Society Registration Act.
 - Under Public Trust Act.
 - Should be running the activities for a minimum period of two years.
 - Should not be running for profit.

d) **Government of India: Ministry of Labour**

- Runs Vocational Rehabilitation Centres for the Challenged in various states of the country.
- Runs Special Employment exchange for the Challenged to help find jobs.

e) **Government of India: Ministry of Education**

- Scheme for integrated education for the Challenged implemented through the state government.
- The scheme provides one resource teacher for eight challenged students in regular school.
- In addition, there is also a provision for books and stationary, uniform, transport, reader, escort allowance and actual cost of equipment such as brace/crutches/braille/ hearing aid etc.

f) **Government of India, Ministry of Health:** Runs District Rehabilitation centres (DRC) for integrated rehabilitation of the challenged particularly in the rural areas.

11. The National Trust

a) The National Trust is a statutory body under Ministry of Social Justice and Empowerment, Government of India set up under the National Trust for the welfare of persons with Autism Cerebral Palsy, Mentally Challenged and Multiple Disabilities Act (Act 44 of 1999).

b) The basic objectives of the National trust are :

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

c) **Formulation of Schemes:** The two schemes of the National Trust under the broad relief and reach programme for the welfare of persons with Autism, Cerebral Palsy, Mentally

Challenged and Multiple Disabilities are Establishment of Relief Institutions for providing institutional care and Training of the caregivers. Both the schemes have got the Administrative approval from the Ministry recently.

d) **Income Tax Exemption:** The National trust has got 100% exemption from Income Tax.

12. Role of Local Level Committees: The Local Level committee (or LLC) is the instrumentality of the National Trust Act and herein lays the unique character and substance of this Act. The primary role of the Local Level committees is in coordinating, initiating, protecting the rights and promoting the interests of persons with Autism, Cerebral palsy, Mentally Challenged and Multiple Disabilities as per the National Act its rules and regulations and as per directions given by the National Trust of the National Act from time to time. This includes:

a) **Awareness Generation and Interactions on :**

- The National Trust Act.
- The rights of persons with these four disabilities.
- The needs, problems and preferred solutions of the local population of persons with these four disabilities and their families.
- Schemes and programmes of the National Trust that are formulated from time to time

b) **Guardianship of persons with these four disabilities**

- Receipt of applications
- Processing of applications
- Appointment of guardians
- Monitoring and evaluation of guardianship
- Removal if necessary of guardianship as per the rules and regulations
- Reporting to the National Trust

c) **Implementation, Monitoring and Coordination of**

- Schemes/programmes/initiatives of the National Trust as per the directions of the National Trust given from time to time

d) **Promoting the interests** of persons with four disabilities through facilitation of convergence in

- Existing schemes of various Departments of the Government and Non- Government organizations
- Any schemes or programmes being planned for the future under different Departments
- Ensuring the inclusion of persons with these four disabilities in all general disability related programmes of the government and non-government organizations.

- e) Taking proactive initiatives and measures that concern the local problems/needs of persons with these four disabilities and their families
- f) Liaisoning with local leaders Panchayat members, Government Personnel, Representatives of NGOs, Family and community Members for the furtherance of the objectives of the National Trust.

Membership

A local level committee shall consist of the following:

- 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 representative of a registered organization, and
- A person with disability as defined in clause (t) of section 2 of the Persons with Disabilities Act 1995.
- The registered organization should mandatory be working in the disabilities sector and preferably in the four specific disability groups of the National Trust, it should be working within the same district.
- The challenged person should normally be residing in the same district

13. Scope: The scope of the Local level committees may include a range of activities starting with:

- primary awareness creation,
- campaign on causes of disability,
- service needs and provisions,
- inclusive education,
- promotion of positive health,
- skill development,
- job training,
- rehabilitation services,
- marriage and social inclusion,
- rights awareness,
- family support,
- guardianship and
- any other issue/concern/activity/interest which helps to translate the objectives of the National Trust into action at the Local level with the permission of the National Trust.

14. National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mentally Challenged and Multiple Disabilities Act 1999:

The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mentally Challenged and Multiple Disabilities Act 1999 is now a Law in India. It is a law that responds to one of the most important concerns of the parents and family members of people with disabilities in India, concerns of what kind of provisions are to be made for these persons during their lives and when parents are no longer there to look after them. This law envisages the setting up of a trust, which will be managed by a Board of Trustees. This board will be the body that decides matters relating to the implementation of the law. The board will consist of :

- a) One chairperson (this person will be an expert in the areas of cerebral palsy, mentally challenged and autism)
- b) Nine members from association of parents
- c) Three members from voluntary organizations
- d) Three members from associations of persons with disability.
- e) Eight persons not below the rank of joint secretary to the Govt. of India from various ministries.
- f) Three persons representing associations of trade, commerce and industry.

Under this act people are defined as:

- a) **Autism** means condition of uneven skill development primarily, affecting the communication and social abilities of a person, marked by repetitive and ritualistic behaviour.
- b) **Cerebral Palsy** means a group of non-progressive conditions of a person characterised by abnormal motor control posture resulting from brain insult or injuries occurring in the prenatal, perinatal or infant period of development.
- c) **Mentally challenged** means a condition of arrested or incomplete development of mind of a person, which is specially characterised by sub normality of intelligence.
- d) **Multiple Disabilities** means a combination of two or more disabilities as defined in clause 1 of section 2 of the persons with disability Act 1995.

The different conditions that are included under clause 1 of section 2 are:

- Blindness
- Hearing Impaired
- Mental Illness
- Low vision
- Loco motor disability

- Leprosy cured
- Mentally challenged

Person with disability means a person suffering from not less than forty percent of any disability as certified by a medical authority.

The Act is for the benefit of:

- Families of persons with disability
- Persons with disability
- It has a dual focus of enabling people with disability as well as their families

For persons with disabilities it aims

- To enable and empower persons with disability to live as independently and as fully as possible within and as close to the community to which they belong.
 - To strengthen facilities to provide support to persons with disability to live within their own families.
 - To deal with problems of persons with disability who do not have family support.
 - To promote measures for the care and protection of persons with disability in the event of death of their parents or guardian.
- Amongst persons with disabilities the trust will give preference to programs for Persons with severe disabilities,(persons with 80% or more disability)
 - Women with disabilities
 - Senior citizen with disabilities (Above 65 years)

This is an extremely important decision since for the first time there is a formal recognition of the fact that these are people whose needs require special attention. Till recently the growth of services and attention in this field has been focussed on children.

For families it aims at:

- Facilities that would enable families during crisis periods.
- Strengthening of families to enable them to include and care for their challenged family member.
- Promoting measures for the care and protection of families.
- Laying down the procedure for the appointment to guardians and trustees for persons who require this protection.

This is a provision, which addresses a very urgent need of parents of children with mental disabilities, as well as severe multiple disabilities. Till this law there was no provision for guardianship for people with disabilities after they had reached the age of 18, except in very special

circumstances. The National Trust Act, for the first time gives this right to parents or relatives or registered organizations to ask for the appointment of a guardian for the person with disabilities

Rights of a Special Child: UNICEF puts down the rights of all children, which are accepted universally. According to the declaration

- a) All children without any exception whatsoever shall be entitled to these rights without distinction or discrimination.
- b) Every child has the right-from birth-to a name and nationality
- c) The right to adequate pre-natal and post-natal care.
- d) The right to adequate nutrition.
- e) The right to adequate housing.
- f) The right to adequate medical care.
- g) The right to special care for the child who is handicapped.
- h) The right to parental affection, love and understanding
- i) The right to education
- j) The right to learn to be a useful member of the society.
- k) The right to develop abilities.
- l) Right to be among the first to receive in times of disaster.
- m) Right to enjoy full opportunity for play & recreation

Further protection to the Handicapped through Acts in India

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

- a) To take certain steps for the prevention of occurrence of disability.
- b) To provide children with disability free education.
- c) To make schemes and programmes for non-formal education.
- d) Research for designing and developing new assistive devices, teaching aids.
- e) To set up teachers training institution to develop trained manpower for schools for children with disabilities.
- f) To prepare a comprehensive education scheme, providing for transport facilities, supply of books etc.
- g) Educational institutions to provide amanuensis to students with visual handicap.

Regarding Employment:

- a) Identification of posts, which can be reserved for persons with disabilities.
- b) To reserve posts through special employment exchange.
- c) Gives power to inspect records or documents in possession of any establishment.
- d) To allow vacancies not filled up, to be carried forward.
- e) Employers to maintain records of challenged employees.
- f) To encourage schemes which ensure employment of challenged such as training requirements, upper age limit etc.
- g) All educational institutions to reserve the seats for disabled.
- h) All poverty alleviation schemes will also reserve seats for disabled.
- i) Will give incentives to employers who have five percent of the work force as disabled persons.

Will take Affirmative Action

- a) To provide aids and appliances to persons with disabilities.
- b) All will give preferential allotment of land.
- c) To provide non-discrimination in
 - Transport
 - On the road
 - Environment
 - And government employment
- d) Work towards Research & Manpower development through the appointment of Commissioner at Central and State level and appointment of committees

3.1.4: THE REHABILITATION COUNCIL OF INDIA ACT 1992 (NO.34 OF 1992)

This Act provides for the constitution of Rehabilitation Council of India for regulating the training of rehabilitation professionals and the maintenance of a Central Registry and for matters connected with or incidental thereto. In other words, this Act ensures quality of personnel and through them the quality of services to the Disabled.

Rehabilitation Council of India Act (1992),**Background:**

- a) The Rehabilitation Council has been set up under the Societies Registration Act XXI of

1986 vide Resolution No 22-17/83-HW.III dated 31st January, 1986 to have uniformity and to ensure minimum standards and quality of education & training in the field of special education and rehabilitation.

- b) It was given Statuary status by an Act of Parliament, the Rehabilitation Council of India Act, 1992 (No.34 of 1992) dated 1st September, 1992 effective from 22nd June, 1993.
- c) The RCI Act was amended by Parliament in 2000 (No. 38 of 2000) to make it broader based.
- d) The Act provides for constitution of the Rehabilitation Council of India for regulating and monitoring the training of rehabilitation professionals and personnel, promotion of research in rehabilitation and special education and maintenance of a Central Rehabilitation Register.
- e) By signing and ratifying the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), India has committed itself to harmonize all the domestic laws including the RCI Act.
- f) The Convention has brought the inclusion of persons with disabilities to the centre-stage need to implement the provisions of the Convention in its true spirit.
- g) Accordingly, the syllabi and curricula of the various rehabilitation courses developed and standardized by RCI are being continuously revised so as to meet the requirements of the relevant provisions in the UNCRPD.

Composition of RCI: It has:

- a) General Council: Total Members=29
- b) Executive Council: Total Members=09
- c) Chairman=01
- d) Head Quarter: New Delhi
- e) Regional Offices:
 - ❖ North-East Regional Office: Guwahati
 - ❖ Eastern Regional Office: Patna
 - ❖ Central Regional Office: Bhopal
 - ❖ Northern Regional Office: Solan (HP)
 - ❖ Southern Regional Office (I): Seckandrabad
 - ❖ Southern Regional Office(II): Coimbatour
 - ❖ Western Regional Office: Amhedabad

Major Provisions of the RCI:

Objectives of the Council:

- a) To regulate and monitor the training programmes in the field of rehabilitation of the disabled persons.
- b) To prescribe minimum standards of education and training for various categories of professionals dealing with persons with disabilities.
- c) To regulate these standards in all training institutions to bring about uniformity throughout the country.
- d) To make recommendations to the Ministry regarding recognition of qualifications granted by Universities, etc., in India for rehabilitation professionals.
- e) To make recommendations to the Ministry regarding recognition of qualification by institutions outside India.
- f) To maintain Central Rehabilitation Register of persons possessing the recognized rehabilitation qualification.
- g) To encourage Continuing Rehabilitation Education in collaboration with organizations working in the field of disability.
- h) To promote research in rehabilitation and special education.

Functions of the Council (RCI):

- a) The qualifications granted by any University or other institution in India that are included in the Schedule shall be recognized qualifications for Rehabilitation professionals.
- b) Any University or other Institution which grants qualification for rehabilitation professionals not included in Schedule may apply to the Central Government to have any such qualification recognized and the Central Government, after consulting the Council may, by notification amend the Schedule so as to include such qualification therein and any such notification may also direct that any entry shall be made in the last column of the Schedule against such qualification only when granted after a specified date.
- c) Appointment of staff in project Implementation and Monitoring cell at central Level (RCI).
- d) Selection of Nodal centres in the respective States/Districts.
- e) Conduction of meetings of the of the project partners.
- f) Appointment of staff for State Project Implementation Team.
- g) Selection of Master Trainers and deputation of master Trainers to the masters training programme conducted by Ministry of Health & Family Welfare.
- h) Visit by RCI Team for monitoring of ongoing Training Programmes in districts.

- i) Preparation of Proforma & Questionnaires to get feedback from Trainees, Resource Persons and Organizers.
- j) Method for marking of pre and post test papers for uniformity in evaluation.

Review meeting with the state Implementing Agencies regarding work completed, problems faced and future plans.

3.1.5. INCLUSIVE EDUCATION UNDER SARVA SHIKSHA ABHIYAN (SSA)

India was a signatory to the Salamanca Statement. In this perspective the Human Resource Development minister of India Sri Arjun Singh on the 21st March 2005 assured in the Rajya Sabha that MHRD has formulated a comprehensive action plan for the Inclusive Education of Children and Youth with Disabilities.

- The government is committed to provide education through mainstream schools for children with disabilities in accordance with PWD ACT, 1995 and all the schools in the country will be made disabled friendly by 2020.
- Rupees 10 billion have been outlaid to fulfill the needs of disabled persons between the ages of 14 and 18 years through a revised plan for Inclusive Education of Children and Youth with Disabilities (IECYD). In 2005-06, the Project Approval Board has allocated an amount of Rs.187.79 crores under this component for a total 20.14 lakh Children With Special Needs (CWSN) identified.
- The commitment of the Government of India to Universalisation of Elementary Education (UEE) cannot be fully achieved without taking care of special educational needs of the physically and mentally challenged children.

Education is the cornerstone of any thriving society, and the Indian Government understood this well when it launched the SarvaShikshaAbhiyan (SSA) in 2001. Translating to an ‘education for all campaign,’ the SSA scheme aimed to ensure the universalization of elementary education in a time-bound manner, as mandated by Article 21A of the Indian Constitution. Spearheaded by the visionary former Indian Prime Minister Atal Bihari Vajpayee, this flagship program sought to provide elementary education to all children between the ages of 6 and 14.

The Foundation of Hope

The SSA initiative was built on solid legal ground, primarily backed by the 86th Constitutional Amendment, granting approximately 206 million children in the year 2001 the fundamental right to receive free and compulsory education. Falling under the Ministry of Human Resources and Development (MHRD), the SarvaShikshaAbhiyan was designed to break down barriers and bring education within reach of every child.

Unveiling the Journey

The journey of SarvaShikshaAbhiyan began in 2002 as an intervention plan, following the footsteps of the District Primary Education Programme (DPEP), which covered 272 districts in 18 states across the nation. The funding for the program was shared between the Central Government (85%) and the State Governments (15%). Furthermore, organizations such as the World Bank, the Department for International Development (DFID), and UNICEF lent their support by providing funds for the Central share of the SSA scheme. By 2001, the SSA had garnered over \$1500 million in funding, impacting the lives of 50 million youngsters.

Empowering Generations: Goals of SarvaShikshaAbhiyan

The objectives of the SarvaShikshaAbhiyan were comprehensive and aimed at strengthening every aspect of the education system. Some of the key goals included:

- a) Establishing new schools in areas lacking educational institutions.
- b) Strengthening the existing school infrastructure.
- c) Providing alternative educational facilities.
- d) Expanding the number of classrooms, bathrooms, and water fountains in schools.
- e) Ensuring free uniforms and textbooks for children.
- f) Improving teacher quality through extensive training and support.
- g) Promoting quality education and life skills for students.
- h) Focusing on the education of differently-abled children and girls, aiming to transform women's status in society.
- i) Providing equitable educational opportunities for marginalized groups, including Scheduled Castes, Scheduled Tribes, Muslims, and Landless Laborers.
- j) Bridging the digital divide by providing computer education to historically underserved groups.

A Journey of Challenges and Triumphs

Though the SSA has achieved significant milestones, it has also faced its share of challenges. One of the key challenges has been the dropout rate, with nearly 29% of children leaving school before completing five years of primary education. Additionally, over 40% of students drop out before completing middle school. Moreover, the program struggled to employ an adequate number of teachers' at all educational levels, impacting the quality of education and learning outcomes.

Collaborative Efforts and Initiatives

To overcome these challenges, the SSA scheme collaborated with various ministries and departments, each playing a crucial role in advancing the cause of education. The Ministry of Health

and Family Welfare provided health services to students, while the Ministry of Women and Child Development promoted preschool enrollment and benefits for children already in schools.

Looking Ahead: The Future of SarvaShikshaAbhiyan

The SarvaShikshaAbhiyan continues to evolve, with the latest initiatives focusing on early reading, writing, and mathematics through the Foundational Literacy and Numeracy (FLN) program. The FLN program aims to ensure that every child in grades 1-5 attains basic reading, writing, and mathematical skills by 2025.

Under the FLN program, SarvaShikshaAbhiyan has implemented several strategies to improve the quality of education and learning outcomes. These include:

- 1) **Teacher Training:** Extensive training programs are conducted to enhance the teaching skills of educators. Teachers are provided with resources, teaching aids, and methodologies to effectively teach foundational literacy and numeracy skills.
- 2) **Remedial Classes:** Special attention is given to students who are lagging in reading, writing, and mathematics. Remedial classes are organized to provide extra support and bridge the learning gaps.
- 3) **Continuous Assessment:** Regular assessments are conducted to monitor the progress of students and identify areas where additional support is needed. This helps in timely intervention and personalized attention for students.
- 4) **Community Participation:** The involvement of parents, community members, and local stakeholders is encouraged to create a conducive learning environment. Awareness campaigns are organized to promote the importance of education and active participation in children's learning.
- 5) **Technological Interventions:** The use of technology is being leveraged to enhance the teaching-learning process. Digital learning tools, interactive content, and online platforms are being utilized to make learning engaging and accessible.
- 6) **Infrastructure Development:** Efforts are made to improve the infrastructure of schools, including the construction of classrooms, provision of basic amenities like clean drinking water and sanitation facilities, and access to educational resources.
- 7) **Inclusive Education:** The SarvaShikshaAbhiyan continues to prioritize inclusive education, ensuring that children from marginalized and disadvantaged backgrounds, including girls, children with disabilities, and those from socio-economically weaker sections, have equal access to quality education.

By focusing on foundational literacy and numeracy, the SarvaShikshaAbhiyan aims to equip students with strong fundamental skills that form the basis for further learning and academic

success. The program recognizes that a strong foundation in these areas is essential for students to develop critical thinking, problem-solving, and communication skills.

The SarvaShikshaAbhiyan remains committed to its vision of universalizing quality education for all children. Through its various initiatives and collaborations, it continues to strive towards empowering minds and transforming futures, ensuring that every child in India has access to a meaningful and inclusive education.

3.1.6. FEATURES OF UNCRPD (UNITED NATIONS CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES) AND ITS IMPLICATION

Introduction:

- The United National Convention on the Rights of Persons with Disability (UNCRPD) is an international document aimed at protecting the human rights and dignity of persons with a disability (PWD).
- The convention is written under the paradigm that PWD are not passive recipients of medical treatment and charity, but autonomous individuals with the right to actively participate in society.
- The treaty differs from other international texts related to disability rights in that, if ratified, its provisions are legally binding.
- The UNCRPD was adopted by the United Nations General Assembly in December 2006 and entered into force in May 2008.
- The Committee on the Rights of Persons with Disabilities is an independent body responsible for monitoring the implementation of the convention by participating members.
- To date, 177 states have ratified the document. Of these states, 92 also ratified an optional protocol that allows the monitoring committee to investigate complaints related to alleged violations.

Preamble:

- (a) Recalling the principles proclaimed in the Charter of the United Nations which recognize the inherent dignity and worth and the equal and inalienable rights of all members of the human family as the foundation of freedom, justice and peace in the world,
- (b) Recognizing that the United Nations, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, has proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind,

- (c) Reaffirming the universality, indivisibility, interdependence and interrelatedness of all human rights and fundamental freedoms and the need for persons with disabilities to be guaranteed their full enjoyment without discrimination,
- (d) Recalling the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Elimination of All Forms of Discrimination against Women, the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, the Convention on the Rights of the Child, and the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families,
- (e) Recognizing that disability is an evolving concept and 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,
- (f) Recognizing the importance of the principles and policy guidelines contained in the World Programme of Action concerning Disabled Persons and in the Standard Rules on the Equalization of Opportunities for Persons with Disabilities in influencing the promotion, formulation and evaluation of the policies, plans, programmes and actions at the national, regional and international levels to further equalize opportunities for persons with disabilities,
- (g) Emphasizing the importance of mainstreaming disability issues as an integral part of relevant strategies of sustainable development,
- (h) Recognizing also that discrimination against any person on the basis of disability is a violation of the inherent dignity and worth of the human person,
- (i) Recognizing further the diversity of persons with disabilities,
- (j) Recognizing the need to promote and protect the human rights of all persons with disabilities, including those who require more intensive support,
- (k) Concerned that, despite these various instruments and undertakings, persons with disabilities continue to face barriers in their participation as equal members of society and violations of their human rights in all parts of the world,
- (l) Recognizing the importance of international cooperation for improving the living conditions of persons with disabilities in every country, particularly in developing countries,
- (m) Recognizing the valued existing and potential contributions made by persons with disabilities to the overall well-being and diversity of their communities, and that the promotion of the full enjoyment by persons with disabilities of their human rights and

fundamental freedoms and of full participation by persons with disabilities will result in their enhanced sense of belonging and in significant advances in the human, social and economic development of society and the eradication of poverty,

- (n) Recognizing the importance for persons with disabilities of their individual autonomy and independence, including the freedom to make their own choices,
- (o) Considering that persons with disabilities should have the opportunity to be actively involved in decision-making processes about policies and programmes, including those directly concerning them,
- (p) Concerned about the difficult conditions faced by persons with disabilities who are subject to multiple or aggravated forms of discrimination on the basis of race, colour, sex, language, religion, political or other opinion, national, ethnic, indigenous or social origin, property, birth, age or other status,
- (q) Recognizing that women and girls with disabilities are often at greater risk, both within and outside the home, of violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation,
- (r) Recognizing that children with disabilities should have full enjoyment of all human rights and fundamental freedoms on an equal basis with other children, and recalling obligations to that end undertaken by States Parties to the Convention on the Rights of the Child,
- (s) Emphasizing the need to incorporate a gender perspective in all efforts to promote the full enjoyment of human rights and fundamental freedoms by persons with disabilities,
- (t) Highlighting the fact that the majority of persons with disabilities live in conditions of poverty, and in this regard recognizing the critical need to address the negative impact of poverty on persons with disabilities,
- (u) Bearing in mind that conditions of peace and security based on full respect for the purposes and principles contained in the Charter of the United Nations and observance of applicable human rights instruments are indispensable for the full protection of persons with disabilities, in particular during armed conflicts and foreign occupation,
- (v) Recognizing the importance of accessibility to the physical, social, economic and cultural environment, to health and education and to information and communication, in enabling persons with disabilities to fully enjoy all human rights and fundamental freedoms,
- (w) Realizing that the individual, having duties to other individuals and to the community to which he or she belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the International Bill of Human Rights,

- (x) Convinced that the family is the natural and fundamental group unit of society and is entitled to protection by society and the State, and that persons with disabilities and their family members should receive the necessary protection and assistance to enable families to contribute towards the full and equal enjoyment of the rights of persons with disabilities,
- (y) Convinced that a comprehensive and integral international convention to promote and protect the rights and dignity of persons with disabilities will make a significant contribution to redressing the profound social disadvantage of persons with disabilities and promote their participation in the civil, political, economic, social and cultural spheres with equal opportunities, in both developing and developed countries,

Have agreed as follows:

Article 1 – Purpose:

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

Article 2 – Definitions:

For the purposes of the present Convention:

- “**Communication**” includes languages, display of text, Braille, tactile communication, large print, accessible multimedia as well as written, audio, plain-language, human-reader and augmentative and alternative modes, means and formats of communication, including accessible information and communication technology;
- “**Language**” includes spoken and signed languages and other forms of non-spoken languages;
- “**Discrimination on the basis of disability**” means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation;
- “**Reasonable accommodation**” means 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;

- “Universal design” means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. “Universal design” shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.

Article 3 - General principles:

The principles of the present Convention shall be:

- a. Respect for inherent dignity, individual autonomy including the freedom to make one’s own choices, and independence of persons;
- b. Non-discrimination;
- c. Full and effective participation and inclusion in society;
- d. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
- e. Equality of opportunity;
- f. Accessibility;
- g. Equality between men and women;
- h. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

Article 4 - General obligations:

1. **States Parties undertake to ensure and promote the full realization** of all human rights and fundamental freedoms for all persons with disabilities without discrimination of any kind on the basis of disability. To this end, States Parties undertake:
 - a. To adopt all appropriate legislative, administrative and other measures for the implementation of the rights recognized in the present Convention;
 - b. To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices that constitute discrimination against persons with disabilities;
 - c. To take into account the protection and promotion of the human rights of persons with disabilities in all policies and programmes;
 - d. To refrain from engaging in any act or practice that is inconsistent with the present Convention and to ensure that public authorities and institutions act in conformity with the present Convention;

- e. To take all appropriate measures to eliminate discrimination on the basis of disability by any person, organization or private enterprise;
 - f. To undertake or promote research and development of universally designed goods, services, equipment and facilities, as defined in article 2 of the present Convention, which should require the minimum possible adaptation and the least cost to meet the specific needs of a person with disabilities, to promote their availability and use, and to promote universal design in the development of standards and guidelines;
 - g. To undertake or promote research and development of, and to promote the availability and use of new technologies, including information and communications technologies, mobility aids, devices and assistive technologies, suitable for persons with disabilities, giving priority to technologies at an affordable cost;
 - h. To provide accessible information to persons with disabilities about mobility aids, devices and assistive technologies, including new technologies, as well as other forms of assistance, support services and facilities;
 - i. To promote the training of professionals and staff working with persons with disabilities in the rights recognized in this Convention so as to better provide the assistance and services guaranteed by those rights.
2. With regard to **economic, social and cultural rights**, each State Party undertakes to take measures to the maximum of its available resources and, where needed, within the framework of international cooperation, with a view to achieving progressively the full realization of these rights, without prejudice to those obligations contained in the present Convention that are immediately applicable according to international law.
 3. In the **development and implementation of legislation and policies to implement the present Convention**, and in other decision-making processes concerning issues relating to persons with disabilities, States Parties shall closely consult with and actively involve persons with disabilities, including children with disabilities, through their representative organizations.
 4. Nothing in the present Convention shall affect any provisions which are more **conducive to the realization of the rights of persons with disabilities** and which may be contained in the law of a State Party or international law in force for that State. There shall be no restriction upon or derogation from any of the human rights and fundamental freedoms recognized or existing in any State Party to the present Convention pursuant to law, conventions, regulation or custom on the pretext that the present Convention does not

recognize such rights or freedoms or that it recognizes them to a lesser extent.

5. The provisions of the present Convention shall **extend to all parts of federal states without any limitations or exceptions.**

Article 5 - Equality and non-discrimination:

1. States Parties recognize that all persons are equal before and under the law and are entitled without any discrimination to the equal protection and equal benefit of the law.
2. States Parties shall prohibit all discrimination on the basis of disability and guarantee to persons with disabilities equal and effective legal protection against discrimination on all grounds.
3. In order to promote equality and eliminate discrimination, States Parties shall take all appropriate steps to ensure that reasonable accommodation is provided.
4. Specific measures which are necessary to accelerate or achieve de facto equality of persons with disabilities shall not be considered discrimination under the terms of the present Convention.

Article 6 - Women with disabilities:

1. States Parties recognize that women and girls with disabilities are subjects to multiple discrimination, and in this regard shall take measures to ensure the full and equal enjoyment by them of all human rights and fundamental freedoms.
2. States Parties shall take all appropriate measures to ensure the full development, advancement and empowerment of women, for the purpose of guaranteeing them the exercise and enjoyment of the human rights and fundamental freedoms set out in the present Convention.

Article 7 - Children with disabilities:

1. States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.
2. In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.
3. States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right.

Article 8 - Awareness-raising:

1. States Parties undertake to adopt immediate, effective and appropriate measures:
 - a. 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;
 - b. To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life;
 - c. To promote awareness of the capabilities and contributions of persons with disabilities.
2. Measures to this end include:
 - a. 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 the workplace and the labour market;
 - b. Fostering at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities;
 - c. Encouraging all organs of the media to portray persons with disabilities in a manner consistent with the purpose of the present Convention;
 - d. Promoting awareness-training programmes regarding persons with disabilities and the rights of persons with disabilities.

Article 9 – Accessibility:

1. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:
 - a. Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;
 - b. Information, communications and other services, including electronic services and emergency services.

2. States Parties shall also take appropriate measures to:
 - a. Develop, promulgate and monitor the implementation of minimum standards and guidelines for the accessibility of facilities and services open or provided to the public;
 - b. Ensure that private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility for persons with disabilities;
 - c. Provide training for stakeholders on accessibility issues facing persons with disabilities;
 - d. Provide in buildings and other facilities open to the public signage in Braille and in easy to read and understand forms;
 - e. Provide forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public;
 - f. Promote other appropriate forms of assistance and support to persons with disabilities to ensure their access to information;
 - g. Promote access for persons with disabilities to new information and communications technologies and systems, including the Internet;
 - h. Promote the design, development, production and distribution of accessible information and communications technologies and systems at an early stage, so that these technologies and systems become accessible at minimum cost.

Article 10 - Right to life:

States Parties reaffirm that every human being has the inherent right to life and shall take all necessary measures to ensure its effective enjoyment by persons with disabilities on an equal basis with others.

Article 11 - Situations of risk and humanitarian emergencies:

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 risk, including situations of armed conflict, humanitarian emergencies and the occurrence of natural disasters.

Article 12 - Equal recognition before the law:

1. States Parties reaffirm that persons with disabilities have the right to recognition everywhere as persons before the law.
2. States Parties shall recognize that persons with disabilities enjoy legal capacity on an equal basis with others in all aspects of life.

3. States Parties shall take appropriate measures to provide access by persons with disabilities to the support they may require in exercising their legal capacity.
4. States Parties shall 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 circumstances, 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.
5. Subject to the provisions of this article, States Parties shall take all appropriate and effective measures to ensure the equal right of persons with disabilities to own or inherit property, to control their own financial affairs and to have equal access to bank loans, mortgages and other forms of financial credit, and shall ensure that persons with disabilities are not arbitrarily deprived of their property.

Article 13 - Access to justice:

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 direct and indirect participants, including as witnesses, in all legal proceedings, 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.

Article 14 - Liberty and security of the person:

1. States Parties shall ensure that persons with disabilities, on an equal basis with others:
 - a. Enjoy the right to liberty and security of person;
 - b. Are not deprived of their liberty unlawfully or arbitrarily, and that any deprivation of liberty is in conformity with the law, and that the existence of a disability shall in no case justify a deprivation of liberty.
2. States Parties shall ensure that if persons with disabilities are deprived of their liberty through any process, they are, on an equal basis with others, entitled to guarantees in accordance with international human rights law and shall be treated in compliance with the

objectives and principles of this Convention, including by provision of reasonable accommodation.

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

1. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his or her free consent to medical or scientific experimentation.
2. States Parties shall take all effective legislative, administrative, judicial or other measures to prevent persons with disabilities, on an equal basis with others, from being subjected to torture or cruel, inhuman or degrading treatment or punishment.

Article 16 - Freedom from exploitation, violence and abuse:

1. States Parties shall take all appropriate legislative, administrative, social, educational and other measures to protect persons with disabilities, both within and outside the home, from all forms of exploitation, violence and abuse, including their gender-based aspects.
2. States Parties shall also take all appropriate measures to prevent all forms of exploitation, violence and abuse by ensuring, inter alia, appropriate forms of gender- and age-sensitive assistance and support for persons with disabilities and their families and caregivers, including through the provision of information and education on how to avoid, recognize and report instances of exploitation, violence and abuse. States Parties shall ensure that protection services are age-, gender- and disability-sensitive.
3. In order to prevent the occurrence of all forms of exploitation, violence and abuse, States Parties shall ensure that all facilities and programmes designed to serve persons with disabilities are effectively monitored by independent authorities.
4. States Parties shall take all appropriate measures to promote the physical, cognitive and psychological recovery, rehabilitation and social reintegration of persons with disabilities who become victims of any form of exploitation, violence or abuse, including through the provision of protection services. Such recovery and reintegration shall take place in an environment that fosters the health, welfare, self-respect, dignity and autonomy of the person and takes into account gender- and age-specific needs.
5. States Parties shall put in place effective legislation and policies, including women- and child-focused legislation and policies, to ensure that instances of exploitation, violence and abuse against persons with disabilities are identified, investigated and, where appropriate, prosecuted.

Article 17 - Protecting the integrity of the person:

Every person with disabilities has a right to respect for his or her physical and mental integrity on an equal basis with others.

Article 18 - Liberty of movement and nationality:

1. States Parties shall recognize the rights of persons with disabilities to liberty of movement, to freedom to choose their residence and to a nationality, on an equal basis with others, including by ensuring that persons with disabilities:
 - a. Have the right to acquire and change a nationality and are not deprived of their nationality arbitrarily or on the basis of disability;
 - b. Are not deprived, on the basis of disability, of their ability to obtain, possess and utilize documentation of their nationality or other documentation of identification, or to utilize relevant processes such as immigration proceedings, that may be needed to facilitate exercise of the right to liberty of movement;
 - c. Are free to leave any country, including their own;
 - d. Are not deprived, arbitrarily or on the basis of disability, of the right to enter their own country.
2. Children with disabilities shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by their parents.

Article 19 - Living independently and being included in the community:

States Parties to this Convention recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community, including by ensuring that:

- a. Persons with disabilities have the opportunity to choose their place of residence and where and with whom they live on an equal basis with others and are not obliged to live in a particular living arrangement;
- b. Persons with disabilities have access to a range of in-home, residential and other community support services, including personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community;
- c. Community services and facilities for the general population are available on an equal basis to persons with disabilities and are responsive to their needs.

Article 20 Personal mobility:

States Parties shall take effective measures to ensure personal mobility with the greatest possible independence for persons with disabilities, including by:

- a. Facilitating the personal mobility of persons with disabilities in the manner and at the time of their choice, and at affordable cost;
- b. Facilitating access by persons with disabilities to quality mobility aids, devices, assistive technologies and forms of live assistance and intermediaries, including by making them available at affordable cost;
- c. Providing training in mobility skills to persons with disabilities and to specialist staff working with persons with disabilities;
- d. Encouraging entities that produce mobility aids, devices and assistive technologies to take into account all aspects of mobility for persons with disabilities.

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

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

- a. Providing information intended for the general public to persons with disabilities in accessible formats and technologies appropriate to different kinds of disabilities in a timely manner and without additional cost;
- b. Accepting and facilitating the use of sign languages, Braille, augmentative and alternative communication, and all other accessible means, modes and formats of communication of their choice by persons with disabilities in official interactions;
- c. Urging private entities that provide services to the general public, including through the Internet, to provide information and services in accessible and usable formats for persons with disabilities;
- d. Encouraging the mass media, including providers of information through the Internet, to make their services accessible to persons with disabilities;
- e. Recognizing and promoting the use of sign languages.

Article 22 - Respect for privacy:

1. No person with disabilities, regardless of place of residence or living arrangements, shall be subjected to arbitrary or unlawful interference with his or her privacy, family, or correspondence or other types of communication or to unlawful attacks on his or her

honour and reputation. Persons with disabilities have the right to the protection of the law against such interference or attacks.

2. States Parties shall protect the privacy of personal, health and rehabilitation information of persons with disabilities on an equal basis with others.

Article 23 - Respect for home and the family:

1. States Parties shall take effective and appropriate measures to eliminate discrimination against persons with disabilities in all matters relating to marriage, family, parenthood and relationships, on an equal basis with others, so as to ensure that:
 - a) The right of all persons with disabilities who are of marriageable age to marry and to found a family on the basis of free and full consent of the intending spouses is recognized;
 - b) The rights of persons with disabilities to decide freely and responsibly on the number and spacing of their children and to have access to age-appropriate information, reproductive and family planning education are recognized, and the means necessary to enable them to exercise these rights are provided;
 - c) Persons with disabilities, including children, retain their fertility on an equal basis with others.
2. States Parties shall ensure the rights and responsibilities of persons with disabilities, with regard to guardianship, wardship, trusteeship, adoption of children or similar institutions, where these concepts exist in national legislation; in all cases the best interests of the child shall be paramount. States Parties shall render appropriate assistance to persons with disabilities in the performance of their child-rearing responsibilities.
3. States Parties shall ensure that children with disabilities have equal rights with respect to family life. With a view to realizing these rights, and to prevent concealment, abandonment, neglect and segregation of children with disabilities, States Parties shall undertake to provide early and comprehensive information, services and support to children with disabilities and their families.
4. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. In no case shall a child be separated from parents on the basis of a disability of either the child or one or both of the parents.
5. States Parties shall, where the immediate family is unable to care for a child with disabilities, undertake every effort to provide alternative care within the wider family, and failing that, within the community in a family setting.

Article 24 – Education:

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:
 - a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
 - b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
 - c. Enabling persons with disabilities to participate effectively in a free society.
2. In realizing this right, States Parties shall ensure that:
 - a. Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
 - b. Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
 - c. Reasonable accommodation of the individual's requirements is provided;
 - d. Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
 - e. Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.
3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:
 - a. Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
 - b. Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
 - c. Ensuring that the education of persons, and in particular children, who are blind, deaf or deaf blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.
5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

Article 25 – Health:

States Parties recognize that persons with disabilities have the right to the enjoyment of the highest attainable standard of health without discrimination on the basis of disability. States Parties shall take all appropriate measures to ensure access for persons with disabilities to health services that are gender-sensitive, including health-related rehabilitation. In particular, States Parties shall:

- a. Provide persons with disabilities with the same range, quality and standard of free or affordable health care and programmes as provided to other persons, including in the area of sexual and reproductive health and population-based public health programmes;
- b. Provide those health services needed by persons with disabilities specifically because of their disabilities, including early identification and intervention as appropriate, and services designed to minimize and prevent further disabilities, including among children and older persons;
- c. Provide these health services as close as possible to people's own communities, including in rural areas;
- d. Require health professionals to provide care of the same quality to persons with disabilities as to others, including on the basis of free and informed consent by, inter alia, raising awareness of the human rights, dignity, autonomy and needs of persons with disabilities through training and the promulgation of ethical standards for public and private health care;
- e. Prohibit discrimination against persons with disabilities in the provision of health insurance, and life insurance where such insurance is permitted by national law, which shall be provided in a fair and reasonable manner;
- f. Prevent discriminatory denial of health care or health services or food and fluids on the basis of disability.

Article 26 - Habilitation and rehabilitation:

1. States Parties shall take effective and appropriate measures, including through peer support, to enable persons with disabilities to attain and maintain maximum independence, full physical, mental, social and vocational ability, and full inclusion and participation in all aspects of life. To that end, States Parties shall organize, strengthen and extend comprehensive habilitation and rehabilitation services and programmes, particularly in the areas of health, employment, education and social services, in such a way that these services and programmes:
 - a. Begin at the earliest possible stage, and are based on the multidisciplinary assessment of individual needs and strengths;
 - b. Support participation and inclusion in the community and all aspects of society, are voluntary, and are available to persons with disabilities as close as possible to their own communities, including in rural areas.
2. States Parties shall promote the development of initial and continuing training for professionals and staff working in habilitation and rehabilitation services.
3. States Parties shall promote the availability, knowledge and use of assistive devices and technologies, designed for persons with disabilities, as they relate to habilitation and rehabilitation.

Article 27 - Work and employment:

1. States Parties recognize the right of persons with disabilities to work, on an equal basis with 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. 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:
 - a. Prohibit discrimination on the basis of disability with regard to all matters concerning all forms of employment, including conditions of recruitment, hiring and employment, continuance of employment, career advancement and safe and healthy working conditions;
 - b. 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;

- c. Ensure that persons with disabilities are able to exercise their labour and trade union rights on an equal basis with others;
 - d. Enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training;
 - e. 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;
 - f. Promote opportunities for self-employment, entrepreneurship, the development of cooperatives and starting one's own business;
 - g. Employ persons with disabilities in the public sector;
 - h. Promote the employment of persons with disabilities in the private sector through appropriate policies and measures, which may include affirmative action programmes, incentives and other measures;
 - i. Ensure that reasonable accommodation is provided to persons with disabilities in the workplace;
 - j. Promote the acquisition by persons with disabilities of work experience in the open labour market;
 - k. Promote vocational and professional rehabilitation, job retention and return-to-work programmes for persons with disabilities.
2. 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 forced or compulsory labour.

Article 28 - Adequate standard of living and social protection:

- 1. 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 right without discrimination on the basis of disability.
- 2. States Parties recognize the right of persons with disabilities to social protection and to the enjoyment of that right without discrimination on the basis of disability, and shall take appropriate steps to safeguard and promote the realization of this right, including measures:

- a. To ensure equal access by persons with disabilities to clean water services, and to ensure access to appropriate and affordable services, devices and other assistance for disability-related needs;
- b. 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;
- c. 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;
- d. To ensure access by persons with disabilities to public housing programmes;
- e. To ensure equal access by persons with disabilities to retirement benefits and programmes.

Article 29 - Participation in political and public life:

States Parties shall guarantee to persons with disabilities political rights and the opportunity to enjoy them on an equal basis with others, and shall undertake to:

- a. Ensure that persons with disabilities can effectively and fully participate in political and public life on an equal basis with others, directly or through freely chosen representatives, including the right and opportunity for persons with disabilities to vote and be elected, inter alia, by:
 - i. Ensuring that voting procedures, facilities and materials are appropriate, accessible and easy to understand and use;
 - ii. Protecting the right of persons with disabilities to vote by secret ballot in elections and public referendums without intimidation, and to stand for elections, to effectively hold office and perform all public functions at all levels of government, facilitating the use of assistive and new technologies where appropriate;
 - iii. Guaranteeing the free expression of the will of persons with disabilities as electors and to this end, where necessary, at their request, allowing assistance in voting by a person of their own choice;
- b. Promote actively an environment in which persons with disabilities can effectively and fully participate in the conduct of public affairs, without discrimination and on an equal basis with others, and encourage their participation in public affairs, including:
 - i. Participation in non-governmental organizations and associations concerned with the public and political life of the country, and in the activities and administration of political parties;

- ii. Forming and joining organizations of persons with disabilities to represent persons with disabilities at international, national, regional and local levels.

Article 30 - Participation in cultural life, recreation, leisure and sport:

1. States Parties recognize the right of persons with disabilities to take part on an equal basis with others in cultural life, and shall take all appropriate measures to ensure that persons with disabilities:
 - a. Enjoy access to cultural materials in accessible formats;
 - b. Enjoy access to television programmes, films, theatre and other cultural activities, in accessible formats;
 - c. Enjoy access to places for cultural performances or services, such as theatres, museums, cinemas, libraries and tourism services, and, as far as possible, enjoy access to monuments and sites of national cultural importance.
2. States Parties shall take appropriate measures to enable 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.
3. States Parties shall take all appropriate steps, in accordance with international law, to ensure that laws protecting intellectual property rights do not constitute an unreasonable or discriminatory barrier to access by persons with disabilities to cultural materials.
4. Persons with disabilities shall 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.
5. With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures:
 - a. To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels;
 - b. To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
 - c. To ensure that persons with disabilities have access to sporting, recreational and tourism venues;

- d. To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system;
- e. To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities.

Article 31 - Statistics and data collection:

1. States Parties undertake to collect appropriate information, including statistical and research data, to enable them to formulate and implement policies to give effect to the present Convention. The process of collecting and maintaining this information shall:
 - a. Comply with legally established safeguards, including legislation on data protection, to ensure confidentiality and respect for the privacy of persons with disabilities;
 - b. Comply with internationally accepted norms to protect human rights and fundamental freedoms and ethical principles in the collection and use of statistics.
2. The information collected in accordance with this article shall be disaggregated, as appropriate, and used to help assess the implementation of States Parties' obligations under the present Convention and to identify and address the barriers faced by persons with disabilities in exercising their rights.
3. States Parties shall assume responsibility for the dissemination of these statistics and ensure their accessibility to persons with disabilities and others.

Article 32 - International cooperation:

1. States Parties recognize the importance of international cooperation and its promotion, in support of national efforts for the realization of the purpose and objectives of the present Convention, and will undertake appropriate and effective measures in this regard, between and among States and, as appropriate, in partnership with relevant international and regional organizations and civil society, in particular organizations of persons with disabilities. Such measures could include, inter alia:
 - a. Ensuring that international cooperation, including international development programmes, is inclusive of and accessible to persons with disabilities;
 - b. Facilitating and supporting capacity-building, including through the exchange and sharing of information, experiences, training programmes and best practices;
 - c. Facilitating cooperation in research and access to scientific and technical knowledge;
 - d. Providing, as appropriate, technical and economic assistance, including by facilitating access to and sharing of accessible and assistive technologies, and through the transfer of technologies.

2. The provisions of this article are without prejudice to the obligations of each State Party to fulfil its obligations under the present Convention.

Article 33 - National implementation and monitoring:

1. States Parties, in accordance with their system of organization, shall designate one or more focal points within government for matters relating to the implementation of the present Convention, and shall give due consideration to the establishment or designation of a coordination mechanism within government to facilitate related action in different sectors and at different levels.
2. States Parties shall, in accordance with their legal and administrative systems, maintain, strengthen, designate or establish within the State Party, a framework, including one or more independent mechanisms, as appropriate, to promote, protect and monitor implementation of the present Convention. When designating or establishing such a mechanism, States Parties shall take into account the principles relating to the status and functioning of national institutions for protection and promotion of human rights.
3. Civil society, in particular persons with disabilities and their representative organizations, shall be involved and participate fully in the monitoring process.

Article 34 - Committee on the Rights of Persons with Disabilities:

1. There shall be established a Committee on the Rights of Persons with Disabilities (hereafter referred to as “the Committee”), which shall carry out the functions hereinafter provided.
2. The Committee shall consist, at the time of entry into force of the present Convention, of twelve experts. After an additional sixty ratifications or accessions to the Convention, the membership of the Committee shall increase by six members, attaining a maximum number of eighteen members.
3. The members of the Committee shall serve in their personal capacity and shall be of high moral standing and recognized competence and experience in the field covered by the present Convention. When nominating their candidates, States Parties are invited to give due consideration to the provision set out in article 4.3 of the present Convention.
4. The members of the Committee shall be elected by States Parties, consideration being given to equitable geographical distribution, representation of the different forms of civilization and of the principal legal systems, balanced gender representation and participation of experts with disabilities.
5. The members of the Committee shall be elected by secret ballot from a list of persons nominated by the States Parties from among their nationals at meetings of the Conference

of States Parties. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The initial election shall be held no later than six months after the date of entry into force of the present Convention. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to the States Parties inviting them to submit the nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating the State Parties which have nominated them, and shall submit it to the States Parties to the present Convention.
7. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election once. However, the term of six of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these six members shall be chosen by lot by the chairperson of the meeting referred to in paragraph 5 of this article.
8. The election of the six additional members of the Committee shall be held on the occasion of regular elections, in accordance with the relevant provisions of this article.
9. If a member of the Committee dies or resigns or declares that for any other cause she or he can no longer perform her or his duties, the State Party which nominated the member shall appoint another expert possessing the qualifications and meeting the requirements set out in the relevant provisions of this article, to serve for the remainder of the term.
10. The Committee shall establish its own rules of procedure.
11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention, and shall convene its initial meeting.
12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide, having regard to the importance of the Committee's responsibilities.
13. The members of the Committee shall be entitled to the facilities, privileges and immunities of experts on mission for the United Nations as laid down in the relevant sections of the Convention on the Privileges and Immunities of the United Nations.

Article 35 - Reports by States Parties:

1. Each State Party shall submit to the Committee, through the Secretary-General of the United Nations, a comprehensive report on measures taken to give effect to its obligations under the present Convention and on the progress made in that regard, within two years after the entry into force of the present Convention for the State Party concerned.
2. Thereafter, States Parties shall submit subsequent reports at least every four years and further whenever the Committee so requests.
3. The Committee shall decide any guidelines applicable to the content of the reports.
4. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports, repeat information previously provided. When preparing reports to the Committee, States Parties are invited to consider doing so in an open and transparent process and to give due consideration to the provision set out in article 4.3 of the present Convention.
5. Reports may indicate factors and difficulties affecting the degree of fulfilment of obligations under the present Convention.

Article 36 - Consideration of reports:

1. Each report shall be considered by the Committee, which shall make such suggestions and general recommendations on the report as it may consider appropriate and shall forward these to the State Party concerned. The State Party may respond with any information it chooses to the Committee. The Committee may request further information from States Parties relevant to the implementation of the present Convention.
2. If a State Party is significantly overdue in the submission of a report, the Committee may notify the State Party concerned of the need to examine the implementation of the present Convention in that State Party, on the basis of reliable information available to the Committee, if the relevant report is not submitted within three months following the notification. The Committee shall invite the State Party concerned to participate in such examination. Should the State Party respond by submitting the relevant report, the provisions of paragraph 1 of this article will apply.
3. The Secretary-General of the United Nations shall make available the reports to all States Parties.
4. States Parties shall make their reports widely available to the public in their own countries and facilitate access to the suggestions and general recommendations relating to these reports.

5. The Committee shall transmit, as it may consider appropriate, to the specialized agencies, funds and programmes of the United Nations, and other competent bodies, reports from States Parties in order to address a request or indication of a need for technical advice or assistance contained therein, along with the Committee's observations and recommendations, if any, on these requests or indications.

Article 37 - Cooperation between States Parties and the Committee:

1. Each State Party shall cooperate with the Committee and assist its members in the fulfilment of their mandate.
2. In its relationship with States Parties, the Committee shall give due consideration to ways and means of enhancing national capacities for the implementation of the present Convention, including through international cooperation.

Article 38 - Relationship of the Committee with other bodies:

In order to foster the effective implementation of the present Convention and to encourage international cooperation in the field covered by the present Convention:

- a. The specialized agencies and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate.
- b. The Committee may invite the specialized agencies and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite specialized agencies and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;
- c. The Committee, as it discharges its mandate, shall consult, as appropriate, other relevant bodies instituted by international human rights treaties, with a view to ensuring the consistency of their respective reporting guidelines, suggestions and general recommendations, and avoiding duplication and overlap in the performance of their functions.

Article 39 - Report of the Committee:

The Committee shall report every two years to the General Assembly and to the Economic and Social Council on its activities, and may make suggestions and general recommendations based on the examination of reports and information received from the States Parties. Such suggestions and general recommendations shall be included in the report of the Committee together with comments, if any, from States Parties.

Article 40 - Conference of States Parties:

1. The States Parties shall meet regularly in a Conference of States Parties in order to consider any matter with regard to the implementation of the present Convention.
2. No later than six months after the entry into force of the present Convention, the Conference of the States Parties shall be convened by the Secretary-General of the United Nations. The subsequent meetings shall be convened by the Secretary-General of the United Nations biennially or upon the decision of the Conference of States Parties.

Article 41 – Depositary:

The Secretary-General of the United Nations shall be the depositary of the present Convention.

Article 42 – Signature:

The present Convention shall be open for signature by all States and by regional integration organizations at United Nations Headquarters in New York as of 30 March 2007.

Article 43 - Consent to be bound:

The present Convention shall be subject to ratification by signatory States and to formal confirmation by signatory regional integration organizations. It shall be open for accession by any State or regional integration organization which has not signed the Convention.

Article 44 - Regional integration organizations:

1. “Regional integration organization” shall mean an organization constituted by sovereign States of a given region, to which its member States have transferred competence in respect of matters governed by this Convention. Such organizations shall declare, in their instruments of formal confirmation or accession, the extent of their competence with respect to matters governed by this Convention. Subsequently, they shall inform the depositary of any substantial modification in the extent of their competence.
2. References to “States Parties” in the present Convention shall apply to such organizations within the limits of their competence.
3. For the purposes of article 45, paragraph 1, and article 47, paragraphs 2 and 3, any instrument deposited by a regional integration organization shall not be counted.
4. Regional integration organizations, in matters within their competence, may exercise their right to vote in the Conference of States Parties, with a number of votes equal to the number of their member States that are Parties to this Convention. Such an organization shall not exercise its right to vote if any of its member States exercises its right, and vice versa.

Article 45 - Entry into force:

1. The present Convention shall enter into force on the thirtieth day after the deposit of the twentieth instrument of ratification or accession.
2. For each State or regional integration organization ratifying, formally confirming or acceding to the Convention after the deposit of the twentieth such instrument, the Convention shall enter into force on the thirtieth day after the deposit of its own such instrument.

Article 46 – Reservations:

1. Reservations incompatible with the object and purpose of the present Convention shall not be permitted.
2. Reservations may be withdrawn at any time.

Article 47 – Amendments:

1. Any State Party may propose an amendment to the present Convention and submit it to the Secretary-General of the United Nations. The Secretary-General shall communicate any proposed amendments to States Parties, with a request to be notified whether they favour a conference of States Parties for the purpose of considering and deciding upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of two thirds of the States Parties present and voting shall be submitted by the Secretary-General to the General Assembly for approval and thereafter to all States Parties for acceptance.
2. An amendment adopted and approved in accordance with paragraph 1 of this article shall enter into force on the thirtieth day after the number of instruments of acceptance deposited reaches two thirds of the number of States Parties at the date of adoption of the amendment. Thereafter, the amendment shall enter into force for any State Party on the thirtieth day following the deposit of its own instrument of acceptance. An amendment shall be binding only on those States Parties which have accepted it.
3. If so decided by the Conference of States Parties by consensus, an amendment adopted and approved in accordance with paragraph 1 of this article which relates exclusively to articles 34, 38, 39 and 40 shall enter into force for all States Parties on the thirtieth day after the number of instruments of acceptance deposited reaches two thirds of the number of States Parties at the date of adoption of the amendment.

Article 48 – Denunciation:

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. The denunciation shall become effective one year after the date of receipt of the notification by the Secretary-General.

Article 49 - Accessible format:

The text of the present Convention shall be made available in accessible formats.

Article 50 - Authentic texts:

The Arabic, Chinese, English, French, Russian and Spanish texts of the present Convention shall be equally authentic.

In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

Implication for Physical Therapy Practice:

Physical therapists have an integral role to play in implementing and monitoring the provisions of the UNCRPD. In particular, physical therapists can promote the rights and dignity of PWD in the following ways:

- a) “Facilitating the personal mobility of persons with disability... facilitating access to quality mobility aids, devices, assistive technologies, and forms of live assistance and intermediaries, (and) training in mobility skills to persons with disabilities and specialist staff working with persons with disability” (Article 20)
- b) Taking measures to facilitate full inclusion and participation in the community (Article 21)
- c) Ensuring access to health services without discrimination (Article 25)
- d) Providing habilitation and rehabilitation services 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” (Article 26)
- e) Promoting adequate standard of living and social protection (Article 28)
- f) Facilitating participation in cultural life, recreation, leisure and sport (Article 30)

3.1.7: LET US SUM UP

As a welfare State the Government of India as well as the State governments offer wide variety of concessions and benefits to persons with mentally challenged. For each category of concessions apart from eligibility requirements, magnitude of the assistance, definition of the handicap, clear guidelines regarding application form, procedure of availing the benefit etc.

The Rehabilitation Council has been set up under the Societies Registration Act XXI of 1986 vide Resolution No 22-17/83-HW.III dated 31st January, 1986 to have uniformity and to ensure minimum standards and quality of education & training in the field of special education and rehabilitation.

Education is the cornerstone of any thriving society, and the Indian Government understood this well when it launched the SarvaShikshaAbhiyan (SSA) in 2001. Translating to an ‘education for all campaign,’ the SSA scheme aimed to ensure the universalization of elementary education in a time-bound manner, as mandated by Article 21A of the Indian Constitution. Spearheaded by the visionary former Indian Prime Minister AtalBihari Vajpayee, this flagship program sought to provide elementary education to all children between the ages of 6 and 14.

The United National Convention on the Rights of Persons with Disability (UNCRPD) is an international document aimed at protecting the human rights and dignity of persons with a disability (PWD). The convention is written under the paradigm that PWD are not passive recipients of medical treatment and charity, but autonomous individuals with the right to actively participate in society. The treaty differs from other international texts related to disability rights in that, if ratified, its provisions are legally binding. The UNCRPD was adopted by the United Nations General Assembly in December 2006 and entered into force in May 2008.

3.1.8: ASSIGNMENT

1. Mention Preamble & 50 Articles of UNCRPD.
2. Write about rehabilitation programmes organized by RCI.
3. Discuss about SSA of Inclusive Education.

3.1.9: SUGGESTED READINGS

1. Special Education: Linda Wilmshurst, Ph.D., ABPP, Alan W. Brue, Ph.D., NCSP
2. Special Education : Laura Rothstein; Scott F. Johnson; Sage Publisher, Inc.
3. Special Education: Daniel P. Hallahan, James M. Kauffman, Paige C. Pullen; Pearson Education, Inc.

Block-3
Policies and Inclusive Education
Unit-2
Policies' of Inclusive Education

CONTENT STRUCTURE

- 3.2.1: Introduction**
 - 3.2.2: Objectives**
 - 3.2.3: National Policy on Education (1986)**
 - 3.2.4: Programme of Action (1992)**
 - 3.2.5: Persons with Disabilities Act (1995),**
 - 3.2.6: National Curriculum Framework (2005)**
 - 3.2.7: National Policy of Disabilities (2006)**
 - 3.2.8: Let us Sum up**
 - 3.2.9: Assignment**
 - 3.2.10: Suggested Readings**
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3.2.1. INTRODUCTION

Over the years, the objective of the struggle has changed from survival to equality. The concept of equality includes the rights of the disabled as approved by the United General Assembly in 1975. Despite inclusion in the U.N. Charter, these rights have not become a practical reality for millions of handicapped persons throughout the developing world. India is committed to the welfare and uplift of its less privileged citizens. Towards this goal, several provisions have been included in the Indian Constitution for care and protection of disadvantaged groups. Exploratory efforts began in 1980 to suggest a comprehensive law for the disabled. These continued and intensified in this decade. The goals of 1981 which was declared as an International year for Disabled Persons (IYDP) were equality and full participation. In India, however, there is no such law but policies of education from 1964 onwards have recommended placement of these children in regular schools with adequate support system. The centrally sponsored scheme for Integrated Education for Disabled Children (IEDC) was initiated in early seventies by the Government of India in various states. The scheme has been revised and now covers the following types of the handicaps.

1. Mental Retardation
2. Learning Disability
3. Visual impairment
4. Hearing Impairment
5. Speech Impairment
6. Physical Disabilities

3.2.2: OBJECTIVES

The objectives of this unit can be summarized as below:

- To know about the NATIONAL POLICY ON EDUCATION (1986) of inclusive education.
- To explain about inclusive education of Programme of Action of Action (1992),
- To analyse Persons with Disabilities Act (1995),
- .To explain about inclusive education of National Curriculum Framework (2005),
- To explain the National Policy of Disabilities (2006),

3.2.3: NATIONAL POLICY ON EDUCATION (1986)

The National Policy on Education was adopted by the Lok Sabha on May 8, 1986 and the Rajya Sabha on May 13, 1986

The National Policy on Education 1986 (abbreviated NPE 1986) is responsible for significant changes to the educational system. Education instils moral principles and aids in the growth of society as a whole. People have the opportunity to shape themselves into more responsible members of society. Additionally, educated people are more likely to land well-paying jobs and take part in successful trade and commerce practices.

The NPE 1986 had a significant impact on the education system in India and served as a guideline for educational reforms and development over the years. It was revised in 1992 to reflect changing educational needs and challenges. The National Policy on Education (NPE) of 1986 is a significant education policy document in India. It was formulated by the Government of India to provide a comprehensive framework for the development of education in the country. The NPE 1986 aimed to promote and improve the education system and access to education at all levels, from primary to higher education.

NPE 1986 – Overview:

In 1985, the Government of India conducted a thorough examination of the existing education system, culminating in the document “Challenge of Education: A Policy Perspective.” The visionary National Policy on Education, launched by former Prime Minister Rajiv Gandhi in May 1986, aimed to equip India for the challenges of the 21st century.

- 10 + 2 + 3 structure of Education.

- Early childhood care and Education
- Equal opportunity for all.
- Minimum levels of learning for each stage of education.
- Life-long education.
- Education for Equality
- Removal of women's illiteracy.
- Education of minorities.
- Education of the handicapped.
- Universal enrolment and universal retention of children upto 14 years of age
- Child – Centered Approach
- Pace setting schools for talented children, largely rural.
- Technical and Management Education

The National Policy on Education (NPE) of 1986, formulated by the Government of India under the leadership of Prime Minister Rajiv Gandhi, encompassed several key highlights and objectives to revamp the education system in the country. Some of the significant highlights of NPE 1986 are as follows:

- Access, Enrolment and Retention of all children upto the age of 14 years in the schools.
- Quality improvement of education by improving the school environment, child centered and activity-centered teaching methodology, continuous evaluation throughout the year, removal of all kinds of physical punishment, continuing the practice of not failing the students in any class at elementary level and arranging the essential facilities in primary schools.
- Arranging non-formal education for children, who left the schools, in between, or are residing at places not having schools.
- Setting up of Navodaya Vidyalayas was another landmark in the history of education
- Primary schools be opened in remote areas including ashram or residential schools in tribal regions.
- The policy emphasized on inclusion of motor handicapped children in normal schools and arrangement of special schools at district headquarters.
- NPE 1986 proposed a national system of education based on the accepted structure of 10+2+3.

- It suggested that +2 stage be accepted as part of school education throughout the country.
- The Policy had some important features like common school curriculum, minimum levels of learning, value education, role of media and education technology, work experience, emphasis on teaching of Mathematics and Science, Sports and Physical Education and education for international understanding.
- Equal educational opportunities especially for women and reserved communities.
- From expanding scholarships to recruiting more teachers from the reserved categories and incentives for poor families to send their children to school regularly
- It also extended the open university system with the inauguration of Indira Gandhi National Open University in 1985 emphasized adult education
- Reorientation of the system to promote gender equality,
- Employment of teachers from oppressed groups, and disabled persons
- Development of new schools and universities.

Some other Recommendations:

- ❖ The concept of a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of comparable quality.
- ❖ The National System of Education envisages a common educational structure for all children.
- ❖ The National System of Education will be based on a national curricular framework which contains a common core along with other components that are flexible...All educational programmes will be carried on in strict conformity with secular values.
- ❖ Minimum levels of learning will be laid down for each stage of education for all children including handicapped.
- ❖ Life-long education is a cherished goal of the educational process.
- ❖ Concurrency signifies a partnership which is at once meaningful and challenging. The National Policy will be oriented towards giving effect to it in letter and spirit.

The New Education Policy will lay special emphasis on the removal of disparities and to equalise educational opportunity by attending to the specific needs of those who have been denied equality so far.

NPE 1986 – Aim & Objectives:

The National Policy on Education 1986 had a few major recommendations. Based on their aim, the policy had been drafted. Read below to know more about some of those objectives:

- **Access to Education:** Every student has access to an education of good quality under the idea of a national system of education, regardless of caste, creed, locality, or gender.
- **Structure of a Common Education:** It envisions a uniform educational system, the 10+2+3 system that is recognised throughout the nation. Regarding the additional break-up of the first ten years, attempts will be made to move to the elementary system, which consists of two years of high school education, five years of primary education, and three years of primary education.
- **National Curriculum Framework with a distinctive core:** The common core and other adaptable components of a national curricular framework will serve as the foundation for education. The history of India's freedom struggle, the requirements of the constitution, and other subjects vital to fostering national identity will be part of the common core.
- **Education & its Vocationalisation:** In this new education policy, the rationalization of schooling was given priority. The problem of unemployment should be reduced by taking a variety of vocational courses.
- **Educating weaker sections of the society:** In the interest of national growth, emphasis has been placed on the education of SC/ST/differently abled people and girls, and their development has been deemed vital.
- **Operational Blackboard:** The phrase "Operational Blackboard" has been adopted in this new strategy to communicate the idea that the primary schools will only receive the barest necessities. For instance, two rooms, a map, a chart, a blackboard, a carpet, etc.
- **Education on Equality of Women:** Through residential curricula textbooks, the preparation and orientation of teachers, decision-makers, and administrators, as well as the active participation of the educational investigation – it will promote the creation of new values. Priority will be given to eliminating women's illiteracy through the provision of particular support services.

NPE 1986 – Important Facts:

The study of NPE 1986 revealed some important facts which hold more significance than the rest. They have been mentioned below:

- The objectives of socialism, democracy, and secularism as outlined in the constitution should be promoted through education.
- Education should develop a person's ability to function at various economic levels.
- Education must foster the promotion of national self-reliance.
- It adheres to the principle that "education is a special investment in the present and future."
- All students have access to quality education up to a particular level, regardless of caste, creed, location, or sex.
- According to the 1986 Policy's recommendation for the school system, the government should implement effective measures.
- A common educational framework is what NPE 1986 seeks to develop.

NPE 1986 Three Language Formula:

In 1968, the three-language formula was implemented across the country, barring Tamil Nadu that adopted a two-language policy. The NPE 1986 does not make any change in the 1968 policy on the three-language formula and the promotion of Hindi and repeated it verbatim.

- In Hindi-speaking states: English, Hindi, and a modern Indian language.
- Non-Hindi speaking states: English, Hindi, and one Indian language.

NPE 1986 – 12 Components:

The NPE 1986 had been broken down into 12 major components. A quick sneak peek of the same has been given here under:

- 1) Essence & Role of Education – A framework of 10+2+3 breakdown in all areas
- 2) National Education System – Make education accessible irrespective of class, caste, creed, sex
- 3) Education for Equality – Provide equal possibilities and abolish disparities
- 4) Higher Education – Emphasis on open universities and online learning system as a source of higher studies
- 5) Technical & Management Education – Approval of state technical education boards and the All India Council for Technical Education (AICTE) for technical and managerial education
- 6) Redesigning the Education – Involve culturally relevant content and facts that improve teaching plus learning
- 7) Teachers' Education – Founding of the District Institute of Education and Training (DIET) for the teacher preparation of educators & improve NCERT teacher training programs

- 8) Management of Education – National level of management and educational planning
- 9) Reorganization of NPE 1986 – Reorganizing the policy at different levels
- 10) Early childhood care & teaching – Under this, nutrition, health, and the social, mental, physical, moral, and emotional development of children will be focused
- 11) Elementary Education – Public enrollment, regular education for children up to the age of 14, and improvement in educational quality.
- 12) Secondary Education – Navodaya Vidyalayas and ‘pace-setting schools’ will be set in various locations.

3.2.4: PROGRAMME OF ACTION OF ACTION (1992)

- The National Education Policy 1986 required reformulation. A committee reviewed the NPE 1986 and came up with a detailed programme/plan of action. And the POA 1992 was framed to give suggestions in this regard.
- The review committee included six education ministers, eight educationists under the chairmanship of the Chief Minister of Andhra Pradesh, **Shri N Janardhana Reddy**. Other than this, twenty-two taskforces including educationists and government officials were also constituted (for varied subject areas) along with a steering committee.

The Need and Goals of Programme of Action 1992:

- Education policies in India aim to reorganize the structure of education across different stages.
- Post the NPE 1986, the POA 1992 aimed at the realization of the long-term goals such as universal enrolment and retention.

Early Childhood Care and Education:

- a) In order to materialize the aims of the NPE 1986, the POA highlighted the need to strengthen the programs along with their components.
- b) It suggested a coordinated functioning of the government and non-government agencies to meet the goals of the ECCE programs.
- c) Under this POA, early childhood and care were given special importance. And it proposed special training (through training centers) for the Anganwadi workers to improve the quality of early childhood education.

Universalization of Elementary Education – UEE:

- Another aim of the POA was to achieve the targets for UEE.

- It suggested many innovations and revised schemes like the ‘Non-Formal Education’ for students who cannot attend full-time schools.
- Other than this, it also focused on 10 states (educationally backward), wherein the shared responsibility was between the center and state government in the ratio of 50:50

Secondary Education:

- Plan of Action 1992 acknowledged the need to further expand opportunities for secondary education.
- Like other education policies in India, the NPE had also envisioned better participation of the backward classes.
- However, the POA 1992 increased the autonomy of the Boards of Secondary Education and reorganized them.
- This action plan also came up with a visionary idea to improve digital literacy and technological skills in students.
- And this vision was helpful for the future, as in the present times we do have full-fledged online schooling and digital learning options.

Navodaya Vidyalayas to Improve the Quality of Education:

- a) The POA 1992 envisaged opening of Navodaya Vidyalayas across the nation. These schools were planned to help the high achievers irrespective of their socio-economic backgrounds.
- b) This proposal was quite beneficial to improve the quality of schooling for the masses. Because almost 40.7% of the students were already below the poverty line.

Women Education:

- Women education was also a top priority as per this programme of action.
- It suggested more development programs, and aimed at enhancing their legal literacy (about their rights).
- It suggested running gender and poverty sensitization programs to curb issues like gender disparity.
- Besides, all teachers were to be trained through innovative training programs to be the agents of women empowerment.
- Through institutions and women organizations, it also envisioned creating new women study centers.

Adult Education and Micro-Planning:

- a) Under the Non-Formal Education initiatives, the committee suggested improving the educational opportunities for adults.
- b) Innovative programs like distance education and open school system were suggested for female students residing in remote, rural, and urban areas.
- c) For students living in tribal areas, educational micro-planning was suggested. Besides, there was also a special focus on the education of adult illiterate women.

Education for Students with Disabilities:

- For 12.59 million children with disabilities, the committee suggested some important steps.
- To meet the needs of special students, teacher training was to be reoriented as per the inclusive classrooms.
- And similarly, the need to reorient non-formal and adult educational programs was also highlighted.

How did the POA 1992 help in restructuring the Indian education system?

- The Plan of Action 1992 was yet another important step towards the complex task of restructuring the education system in India.
- Of all the previous education policies in India, this one focused the most on the development of scientific knowledge and pre-empted the need of 21st-century schooling.
- It aimed at a substantial improvement within our education system. And gave attention to the aspects that can determine the progress of our developing nation.

Criticism of POA 1992:

- Despite the vision of a more student-centric learning environment, POA 1992 did not suggest any concrete steps to help with this goal.
- It did not highlight the changes needed in the textbooks, pedagogies, and teacher training to create a more learner-centric schooling system.
- Even at the university level, there was no proper planning shared for resource mobilization as suggested in the POA.
- And once again funds mattered and these policies could not be 100% successful.

Final Thoughts on this Education Policy:

- It is not an easy task to make educational reforms in a country.
- For decades now, our policy-makers have taken some great steps to improve the condition of education in India.
- With NPE 1986, India got some visionary ideas to work on the core of its educational system.

The Plan of action in the year 1992 did help in modifying these as per the changing needs of the times.

Difference between NPE 1986 and NPE 1992: Here is a comparison of the National Policy on Education (NPE) 1986 and NPE 1992 in a two-column table highlighting some key differences:

Aspect	NPE 1986	NPE 1992
Universalization of Elementary Education	Aims for universal access to primary education.	Emphasizes universal elementary education as a fundamental right, leading to the passage of the Right to Education Act in 2009.
Quality Improvement	Emphasizes improving quality with innovative teaching methods.	Focuses on restructuring and reorienting the education system to improve quality
Vocational Education	Recognizes the importance of vocational education and its integration with general education.	Stresses the need for vocationalization of education to equip students with practical skills.
Science and Technology	Acknowledges the promotion of science and technology education.	Emphasizes the role of science and technology in the country's development
Adult Education	Recognizes the importance of adult education.	Gives special attention to adult education and achieving 100% literacy among adults.
Medium of Instruction	Emphasizes mother tongue as the medium of instruction at the primary level.	Continues the emphasis on the mother tongue and encourages the study of regional languages
Teacher Education	Recognizes the need for quality teacher education.	Focuses on improving teacher education and in-service training
Classical Languages and Sanskrit	Emphasizes the preservation and promotion of Sanskrit and classical languages	Recognizes the importance of Sanskrit and the study of classical languages
Open Universities and Distance Learning	Recognizes the significance of open universities and distance education	Encourages open and distance learning to expand access to higher education
Nutritional and Health Education	Acknowledges the importance of nutritional and health education for school children.	Stresses the need for nutritional and health education in schools

End Note:

In fine, the National Policy on Education (NPE) of 1986 marked a pivotal moment in India's educational landscape, laying down a comprehensive framework to address the challenges and opportunities of the 21st century. By emphasizing universalization of education, promoting regional languages at the university level and mother tongue at the school stage, focusing on vocational training, and striving for educational equality, the NPE sought to create an inclusive and quality-driven education system.

With its emphasis on technological integration, teacher development, adult education, and international cooperation, the policy aimed to equip the nation with the knowledge and skills necessary for social progress, economic growth, and national development. The NPE 1986 not only recognized the critical role of education in shaping a prosperous society but also aspired to instill values, foster creativity, and cultivate a sense of social responsibility among learners, thus paving the way for a brighter and more prosperous future for India.

3.2.5: PERSONS WITH DISABILITIES ACT (1995)

THE PERSONS WITH DISABILITIES (EQUAL OPPORTUNITIES, PROTECTION OF RIGHTS AND FULL PARTICIAPTION) ACT, 1995**Introduction:**

- “The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995” has come into enforcement on February 7, 1996.
- This law is an important landmark and is a significant step in the direction to ensure equal opportunities for people with disabilities and their full participation in the nation building.
- The Act provides for both preventive and promotional aspects of rehabilitation like education, employment and vocational training, reservation, research and manpower development, creation of barrier-free environment, rehabilitation of persons with disability, unemployment and establishment of homes for persons with severe disability, etc.

Main Provisions of the Act:

- a) Prevention and Early Detection of Disabilities.
- b) Education.
- c) Employment.
- d) Non-discrimination.
- e) Research and Manpower Development.
- f) Affirmative Action.

- g) Social Security.
- h) Grievance Redressal.

Prevention and Early Detection of Disabilities:

- Surveys, investigations and research shall be conducted to ascertain the cause of occurrence of disabilities.
- Various measures shall be taken to prevent disabilities. Staff at the Primary Health Centre shall be trained to assist in this work.
- All the children shall be screened once in a year for identifying “at-risk” cases.
- Awareness campaigns shall be launched and sponsored to disseminate information.
- Measures shall be taken for pre-natal, perinatal, and post-natal care of the mother and child.

Education:

- a) Every child with disability shall have the right to free education till the age of 18 years in integrated schools or special schools.
- b) Appropriate transportation, removal of architectural barriers and restructuring of modifications in the examination system shall be ensured for the benefit of children with disabilities.
- c) Children with disabilities shall have the right to free books, scholarships, uniform and other learning material.
- d) Special schools for children with disabilities shall be equipped with vocational training facilities.
- e) Non-formal education shall be promoted for children with disabilities.
- f) Teachers Training Institutions shall be established to develop requisite manpower.
- g) Parents may move to appropriate for the redressal of grievances regarding the placement of their children with disabilities.

Employment:

Three percent (3%) of vacancies in government employment shall be reserved for people with disabilities, one percent (1%) each for persons suffering from:

- 1) Blindness or Low Vision
- 2) Hearing Impairment
- 3) Loco motor Disabilities & Cerebral Palsy

Suitable scheme shall be formulated 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.
- e) Environment in places where persons with disabilities are employed.
- f) Government Educational Institutes and other Educational Institutes receiving grant from Government shall reserve at least three percent seats for people with disabilities.
- g) No employee can be sacked or demoted if they become disabled during service, although they can be moved to another post with the same pay and condition. No promotion can be denied because of impairment.

Affirmative Action:

- 1) Aids and appliances shall be made available to people with disabilities.
- 2) Allotment of land shall be made at concessional rates to the people with disabilities for:
 - House
 - Business
 - Special recreational centres
 - Special schools
 - Research schools
 - Factories by entrepreneurs with disability

Non-discrimination:

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

Research and Manpower Development:

- 1) Research in the following areas shall be sponsored and promoted:
 - Prevention of Disability.
 - Rehabilitation including CBR.
 - Development of Assistive Devices.
 - Job Identification.
 - On Site Modifications of Offices and Factories.

- 2) Financial assistance shall be made available to the universities, other institutions of higher learning, professional bodies and nongovernment research units or institutions, for undertaking research for special education, rehabilitation and manpower development.

Social Security:

1. Financial assistance to non-government organisation for rehabilitation of persons with disabilities.
2. Insurance coverage for the benefit of the government employees with disabilities
3. Unemployment allowance to people with disabilities registered with the special employment exchange for more than a year and who could not be placed in any gainful occupation.

Grievance Redressal:

- 1) In case of violation of rights as prescribed in the act people with disabilities may move an application to :
 - Chief Commissioner for Persons with Disabilities in the Centre
 - Commissioner for Persons with Disabilities in the States.

3.2.6: THE NATIONAL CURRICULUM FRAME WORK-2005

The **National Curriculum Framework 2005 (NCF 2005)** is the fourth National Curriculum Framework published in 2005 by the National Council of Educational Research and Training (NCERT) in India. Its predecessors were published in 1975, 1988, 2000.

The NCF 2005 serves as a guideline for syllabus, textbooks, and teaching practices for the schools in India. The NCF 2005 has based its policies on previous government reports on education, such as Learning without Burden and National Policy of Education 1986–1992, and focus group discussion. After multiple deliberations 21 National Focus Group Position Papers have been published to provide inputs for NCF 2005. NCF 2005 and its offshoot textbooks have come under different forms of reviews in the press.

Its draft document was criticized by the Central Advisory Board of Education (CABE). In February 2008, Krishna Kumar, then the director of NCERT, also discussed the challenges faced by the document in an interview. The subjects of NCF 2005 include all educational institutions in India. 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 and multiple state schools.

NCF 2005 has been translated into 22 languages and has influenced the syllabus in 17 states. The NCERT provided a grant of ¹ 10,00,000 to all states to promote NCF in their local language

and to compare its current syllabus with the syllabus proposed, so that a plan for future reforms could be made. This exercise is being executed with the support of State Councils for Educational Research and Training (SCERT) and District Institutes of Education and Training (DIET).

On 21 September 2021, the Union Education Ministry formed a 12-member committee to develop new curriculums for School, early child, teacher and adult education.

This panel tasked with developing 4 national curriculum frameworks (NCFs) will be headed by NEP-2020 drafting committee chairperson and Former ISRO chairman (1994-2003) Krishnaswamy Kasturirangan.K. Kasturirangan awarded three civilian awards Padma Shri in 1982, Padma Bhushan in 1992 and Padma Vibhushan in 2000.

Objectives of National Curriculum Framework - NCF 2005

- a) Introducing the concept of learning without too much load by reducing the syllabus
- b) All children should have access to quality education without any discrimination
- c) Curricular practices should be in alignment with secularism, social justice, and equality
- d) Strengthening a national education system in the society

Important aspects that are covered in NCF 2005 include **children’s interest in learning, and feeling valued and heard**. The school and curriculum must **create a friendly classroom** environment and make the **students feel safe and appreciated**. They must ensure **student’s physical, mental, and social growth**.

Perspective/Importance of NCF: The NCF was framed considering the articulated ideas in the past such as the following:

- a) To shift learning from rote method.
- b) Connecting knowledge to life outside the school.
- c) To integrate examination into classroom learning and make it more flexible.
- d) To enrich the curriculum so that it goes beyond textbooks.
- e) Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

NCF-2005 focused on the following:

- 1) 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.
- 2) To develop a **sense of self-reliance and dignity** of the individual this would for the basis of social relationship and would develop a sense of nonviolence and oneness across the society.

- 3) To develop a **child centered approach** and to promote universal enrollment and retention up to the age of 14.
- 4) 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 re-evaluate.
- 5) **J. P. Nayak** has described **equality, quality and quantity** as the elusive triangle for Indian education.
- 6) 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, NCF-2005:

- a) 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 the holistic development of the students to enhance physical and mental development in individuals and as well as with the peer interactions.
- b) In order to bring about the overall development of the students, adequate nutrition, physical exercise and other psycho social needs are addressed the participation in yoga and sports is 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 behaviour and provide skills essential to cope with situations that they encounter in their lives, peers pressure and gender stereotype.
- c) Inclusive education to be given priority and flexibility to follow a curriculum to suit the needs of every student irrespective of students having disabilities.
- d) 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.
- e) 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 of concepts, language, knowledge, investigation and validation procedures.

Curricular area, School stages and assessment, NCF-2005:

- 1) **Languages:** Three language formula system to be followed. Medium of communication should be the home language.

- a) **The First language:**The First language to be studied must be the **mother tongue or the regional language**.
 - b) **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**.
 - c) **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.
- 2) Mathematics: The emphasis for learning mathematics is that all students can learn the need to learn mathematics. Pedagogy and learning environment have to be made favourable for students to develop interest by going far beyond basic skills and include variety of mathematics loving models by pedagogy which devotes a greater percentage of instructional time to problem solving and active learning. Mathematics makes learner systematic, confident, self evaluated, self esteem, self reliable etc.The higher goal of mathematics education is to help the child think and reason mathematically, to make assumptions based on logical reasoning. The primary goal is to:
 - Help the children understand the core mathematical concepts of algebra arithmetic, geometry, and trigonometry.
 - To provide them the idea as to how the mathematical concepts lead to structuration, generalization, and abstraction.
 - Oftentimes mathematics is thought to be difficult and hard to understand, but with the help of varied representations, mathematical concepts can be taught easily.
 - 3) 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.
 - Enable students to access sources of knowledge, interpret them, and create knowledge rather than be passive users.
 - Promote flexible models of curriculum transaction.
 - Promote individual learning styles.
 - Encourage use of flexible curriculum content, at least in primary education, and flexible models of evaluation.
 - 4) Sciences: Pedagogy of learning sciences should be designed to address the aims of learning science is to learn the facts and principles of science and its applications, consistent with the stage of cognitive development.

- To acquired skills and understand the methods and processes that lead to generation and validation of scientific knowledge.
 - To develop a historical and developmental perspectives of science and 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.
- 5) **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.
- 6) **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.
- 7) **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.
- 8) **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.

- 9) **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 favourable 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-2005 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.

Important components of the National Curriculum Framework: The following are the important components of the National Curriculum Framework:

- 1) **Social Context:** Students belonging from disadvantaged sections of the society living in rural areas are especially in vulnerable conditions due to the inadequate educational system.
 - The gender bias running along with the families also is a major problem as it acts as a deterrent for the girls who want to go to school. But they are not able to attain education because their parents believe that educating a girl child is of no real value.
 - After all, ultimately they would be married off. On the other hand, the increasing commercialization of education has only helped to widen the gap of educational needs.
 - While high-cost private schools can be attended by the children of urban elites, the others who are from working-class families can afford schools with the average and sub-standard curriculum.

- Thus the social context of education of India indicates many challenges which should be included in the framework.
 - **The National Curriculum Framework for Schools** emphasizes that schools must implement pedagogical practices. Such as critical awareness and openness to engage with different communities to share ideas and exchange curricular decisions.
- 2) **Learning and Knowledge:** Learning should be facilitated in such a way that it attracts the attention of the students, rather than confining to the age-old traditional methods of education new approaches should be sought out.
 - 3) **The Primacy of the Active Learners:** Schools and institutions are the medium through which the students get to know about society, their culture, and the world around them.
 - This formal process of learning is significant because it helps to inculcate knowledge, but the possibilities of understanding and relating to the world are stunted if the methodologies are antiquated and uninspiring.
 - Child-centered pedagogy should be implemented because it will encourage the children to voice their opinions and experiences through active participation.
 - Usually, when children respond to a question asked by a teacher they just repeat the answers of the teachers, the curriculum should be designed in such a way that it engages them to find their voices and nurture their curiosity.
 - A school ERP system could be useful to design an impactful curriculum.
 - 4) **Learners in Context:** Creating a learning environment that is based on fear, extreme discipline and stress can only lead to inadequate learning. At the same time curriculum, load, and examination-related stress can lead to further problems, all of these should be addressed properly. Along with academics, physical development should also be a priority, and for that participation in formal, informal play, yoga and other sports-related activities should be encouraged
 - 5) **Development and Learning:** Keeping in mind that the period from infancy to adulthood is a period of growth and change, hence the **National Curriculum Framework for School Education** also takes into account the holistic development of the students. Learning needs to be paced which would allow the students to understand the core concepts as per their understanding. An important aspect to be noted is that the educator should make sure that he or she provides a variety of challenges because passive learning is counter-productive.
 - 6) **Curriculum and Practice:** Within the classroom collaborative learning should be facilitated which will provide the opportunity for sharing multiple for interchange of multiple views

and opinions. Various pedagogical tools such as school ERP with online assessment system must be implemented for enriched learning experience such as:

- a) Conducting interactive discussions & quiz sessions where the children can ask questions and then answer those questions depending on what they learned at school and their personal experiences.
- b) Intelligent guessing should be encouraged as well wherein the student can have the liberty to share his perspective on a matter.
- c) Active engagement should be encouraged through various classroom activities such as inquiry, exploration, debates, application & reflection
- 7) **Critical Pedagogy:** Teacher and student engagement is important within the classroom as it helps to improve participatory learning. The role of the teacher is to create a safe and inclusive environment for the students to express themselves freely without having to worry about being judged. It is noteworthy to mention that when teachers and students share and reflect on their individual experiences it helps to learn about varied social realities.

3.2.7: NATIONAL POLICY FOR PERSONS WITH DISABILITIES, 2006

Introduction:

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.

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:

- a) Physical rehabilitation, which includes early detection and intervention, counselling & medical interventions and provision of aids & appliances. It will also include the development of rehabilitation professionals.
- b) Educational rehabilitation including vocational education and
- c) Economic rehabilitation for a dignified life in society.

3. Women with disabilities:

- a) Women with disabilities require protection against exploitation and abuse.
- b) Special programmes will be developed for education, employment and providing of other rehabilitation services to women with disabilities keeping in view their special needs.
- c) Special educational and vocation training facilities will be setup. Programmes will be undertaken to rehabilitate abandoned disabled women/ girls by encouraging their adoption in families, support to house them and impart them training for gainful employment skills.
- d) The Government will encourage the projects where representation of women with disabilities is ensured at least to the extent of twenty five percent of total beneficiaries.

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

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

5. Barrier-free Environment:

- a) Barrier-free environment enables people with disabilities to move about safely and freely, and use the facilities within the built environment.
- b) The goal of barrier free design is to provide an environment that supports the independent functioning of individuals so that they can participate without assistance, in everyday activities.

- c) Therefore, to the maximum extent possible, buildings / places / transportation systems for public use will be made barrier free.

6. Issue of Disability Certificates:

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

7. Social Security:

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

Promotion of Non-Governmental Organizations (NGOs):

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

Collection of regular information on Persons with Disabilities:

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

8. Research for PWD:

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

9. Sports, Recreation and Cultural life:

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

10. Responsibility for Implementation:

- a) **Nodal Ministry to coordinate:** The Ministry of Social Justice & Empowerment will be the nodal Ministry to coordinate all matters relating to the implementation of the Policy.
- b) **Inter-ministerial body to coordinate matters:** An inter-ministerial body to coordinate matters relating to implementation of National Policy will be formed. All stakeholders including prominent NGOs, Disabled Peoples Organizations, advocacy groups and

- family associations of parents / guardians, experts and professionals will also be represented on this body. Similar arrangements will be encouraged at the State and Districts levels. Panchayati Raj Institutions and Urban Local Bodies will be associated in the functioning of the District Disability Rehabilitation Centres' District Level Committees to coordinate the matters relating to the implementation of the policy.
- c) **Setup necessary mechanism for implementation of the policy:** The Ministries of Home Affairs, Health & Family Welfare, Rural Development, Urban Development, Youth Affairs & Sports, Railways, Science & Technology, Statistics & Programme Implementation, Labour, Panchayati Raj and Departments of Elementary Education & Literacy, Secondary & Higher Education, Road Transport & Highways, Public Enterprises, Revenue, Women & Child Development, Information Technology and Personnel & Training will setup necessary mechanism for implementation of the policy. A five-year perspective Plan and annual plans setting targets and financial allocations will be prepared by each Ministry / Department. The annual report of these Ministries / Departments will indicate progress achieved during the year.
 - d) **Key role in implementation of National Policy:** The Chief Commissioner for Disabilities at Central level and State Commissioners at the State level shall play key role in implementation of National Policy, apart from their statutory responsibilities.
 - e) **Panchayati Raj Institutions:** Panchayati Raj Institutions will play a crucial role in the implementation of the National Policy to address local level issues and draw up suitable programmes, which will be integrated with the district and State plans. These institutions will include disability related components in their projects.
 - f) **Infrastructure Development:** Infrastructure created during the course of implementation will be required to be maintained and effectively used for a long period. The community should take a leading role in generating resources within themselves or through mobilization from private sector organizations to maintain the infrastructure and also to meet the running cost. This step will not only reduce the burden on state resources but will also create a greater sense of responsibility among the community and private entrepreneurs.
 - g) **Comprehensive Review:** Every five years a comprehensive review will be done on the implementation of the National Policy. A document indicating status of implementation and a roadmap for five years shall be prepared based on the deliberations in a national level convention. State Governments and Union Territory administrations will be urged to take steps for drawing up State Policy and develop action plan.

3.2.8: LET US SUM UP

The National Policy on Education 1986 (abbreviated NPE 1986) is responsible for significant changes to the educational system. Education instils moral principles and aids in the growth of society as a whole. People have the opportunity to shape themselves into more responsible members of society. Additionally, educated people are more likely to land well-paying jobs and take part in successful trade and commerce practices.

In fine, the National Policy on Education (NPE) of 1986 marked a pivotal moment in India's educational landscape, laying down a comprehensive framework to address the challenges and opportunities of the 21st century. By emphasizing universalization of education, promoting regional languages at the university level and mother tongue at the school stage, focusing on vocational training, and striving for educational equality, the NPE sought to create an inclusive and quality-driven education system.

“The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995” has come into enforcement on February 7, 1996. This law is an important landmark and is a significant step in the direction to ensure equal opportunities for people with disabilities and their full participation in the nation building.

The NCF 2005 serves as a guideline for syllabus, textbooks, and teaching practices for the schools in India. The NCF 2005 has based its policies on previous government reports on education, such as Learning without Burden and National Policy of Education 1986–1992, and focus group discussion. After multiple deliberations 21 National Focus Group Position Papers have been published to provide inputs for NCF 2005. NCF 2005.

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.

3.2.9: ASSIGNMENT

1. What are education policies for disabled children?
2. Discuss about NCF 2005.
3. Write down the National Policy statement as stated in the National Policy on Disability 2006.

3.2.10: SUGGESTED READINGS

1. Special Education : Laura Rothstein; Scott F.Johnson; Sage Publisher, Inc.
2. Special Education: Daniel P. Hallahan, James M. Kauffman, Paige C. Pullen; Pearson Education, Inc.
3. Special Education: Linda Wilmshurst, Ph.D., ABPP, Alan W. Brue, Ph.D., NCSP.

Block-4
Planning and Management of Inclusive Classrooms
Unit – 1
Curriculum Adaptations for Diverse Learners

CONTENT STRUCTURE

- 4.1.1: Introduction**
- 4.1.2: Objectives**
- 4.1.3: Infrastructure, Human Resource and Instructional Practices,**
 - 4.1.3.1 Infrastructure on Inclusive Classrooms**
 - 4.1.3.2: Human Resource of inclusive classroom**
 - 4.1.3.3: Instructional Practices of inclusive classroom**
- 4.1.4: Curriculum and Curricular Adaptations for Diverse Learners,**
- 4.1.5: Let us Sum up**
- 4.1.6: Assignment**
- 4.1.7: Suggested Readings**

4.1.1: INTRODUCTION

Inclusive education is a philosophy and practice that aims to provide all students, regardless of their diverse abilities and needs, with equitable opportunities for learning and participation in regular classroom settings. Planning and managing inclusive classrooms is a crucial aspect of modern education, as it strives to create an environment where every student can thrive academically, socially, and emotionally.

To run an inclusive school in a proper way, providence of physical characteristics such as infrastructures, human resources and instructional practices should be provided. It plays an important role in serving children with special needs.

4.1.2: OBJECTIVES

After going through this Unit you will be able -

- To understand the meaning and concepts of Infrastructure, Human Resource and Instructional Practices.
- To know about Curriculum and Curricular Adaptations for Diverse Learners.

4.1.3: INFRASTRUCTURE, HUMAN RESOURCE AND INSTRUCTIONAL PRACTICES

4.1.3.1: Infrastructure of Inclusive Classrooms

Infrastructure is the basic facilities and systems that give accessibility for special needs students such as students with visual impairment may need some guide blocks, specific signs to indicate rooms, or students with hearing impairment need some visual signs, or students with attention deficit disorder need classroom with less distraction, or a student suffering from autism needs well organised classroom.

According to Loreman, Deppeler & Harvey (2005), several things needed for infrastructures in inclusive school are-

1. Ramps with steps,
2. Arrangement of furniture,
3. Lighting,
4. Access to drinking fountains,
5. Access to other buildings and playgrounds and so on.

Mohr (1995 as cited in Loreman, Deppeler & Harvey, 2005) refers to sitting arrangement for children with special needs such as-

1. eat near 'study buddy',
2. Place away from distraction,
3. Keep desk free from extraneous materials,
4. Barrier free access,
5. Allow flexible grouping arrangement and so on.

4.1.3.2: Human Resource of inclusive classroom

The human resources in an inclusive classroom play a pivotal role in ensuring that all students, regardless of their diverse needs and backgrounds, receive a high-quality education. These human

resources encompass teachers, support staff, special education professionals, and other individuals who contribute to the educational experience of students in inclusive settings. Here's a breakdown of the key human resources in an inclusive classroom:

General Education Teachers:

- General education teachers are responsible for teaching the core curriculum to all students in the classroom.
- They need to adapt their teaching methods to accommodate the diverse needs of students, including those with disabilities or different learning styles.
- Collaboration with special education professionals and support staff is essential to ensure that all students make progress.

Special Education Teachers:

- Special education teachers work closely with students who have disabilities and require additional support.
- They develop and implement Individualized Education Plans (IEPs) that outline specific goals and accommodations for each student with a disability.
- Special education teachers often provide direct instruction and support within the inclusive classroom, as well as co-teach with general education teachers.

Paraprofessionals and Support Staff:

- Paraprofessionals, teacher's aides, and support staff play a critical role in assisting students with disabilities.
- They may provide one-on-one support, assist with activities of daily living, and help implement accommodations outlined in students' IEPs.

Speech Therapists, Occupational Therapists, and Other Specialists:

- Depending on the needs of students, therapists and specialists may work within the inclusive classroom or provide services outside of the classroom.
- They provide targeted support to students with speech and language disorders, fine and gross motor difficulties, or other specific needs.

School Psychologists:

- School psychologists can assess students' social, emotional, and academic needs and provide strategies for addressing behavioral or emotional challenges.
- They can also assist in the development of behavior intervention plans and support students with emotional or mental health concerns.

Behavior Specialists:

- Behavior specialists help develop and implement behavior intervention plans for students who exhibit challenging behaviors.
- They work with teachers and parents to create strategies for addressing behavioral issues in the classroom.

Special Education Coordinators or Directors:

- These administrators oversee the special education programs within the school or district.
- They ensure compliance with special education laws and regulations and provide guidance to teachers and staff.

General Classroom Peers:

- The presence of typically developing peers in the inclusive classroom can create a positive and inclusive environment.
- These students can serve as role models and engage in peer support, fostering socialization and a sense of belonging among students with disabilities.

Parents and Guardians:

- Parents and guardians are crucial partners in the inclusive education process.
- They collaborate with teachers and school staff to develop IEPs, monitor progress, and provide insights into their child's strengths and challenges.

Professional Development and Training Providers:

- Ongoing professional development and training are essential for all educators and support staff to build their capacity in inclusive teaching practices.
- These providers may include district-level trainers, external experts, or university programs.
- In an inclusive classroom, effective collaboration among these human resources is essential to meet the unique needs of each student, create a supportive and inclusive learning environment, and promote the academic and social development of all students.

4.1.3.3: Instructional Practices for inclusive classroom

In an inclusive classroom, instructional practices are designed to ensure that all students, regardless of their diverse needs and abilities, can access and participate in the learning process. Effective instructional practices in an inclusive classroom prioritize individualized instruction, differentiation, and the creation of a supportive and welcoming environment. Here are some key instructional practices for inclusive classrooms:

1. Differentiated Instruction:

Teachers adapt their teaching methods, content, and materials to cater to the varying abilities and learning styles of students. This may involve offering different levels of assignments, reading materials, or tasks.

2. Universal Design for Learning (UDL):

UDL is an instructional framework that emphasizes designing lessons and materials from the start to be accessible and beneficial to the widest range of students. It includes multiple means of representation, engagement, and expression.

3. Collaborative Learning:

Encourage collaboration and group work where students with diverse abilities and backgrounds work together on projects or tasks. This can foster peer support and social integration.

4. Individualized Education Plans (IEPs):

Develop and implement IEPs for students with disabilities. These plans outline specific learning goals and the accommodations and modifications required to help each student succeed.

5. Peer Supports:

Foster an environment where typically developing peers can provide support and serve as role models for students with disabilities. Peer tutoring and mentoring programs can be beneficial.

6. Flexible Assessment:

Use a variety of assessment methods to accommodate different learning styles and abilities, such as verbal assessments, written assignments, group projects, or visual presentations.

7. Technology Integration:

Incorporate assistive technology and digital resources that support students with disabilities in accessing and engaging with the curriculum.

8. Sensory Supports:

Provide sensory supports for students with sensory sensitivities, such as noise-canceling headphones, sensory breaks, or sensory-friendly classroom design.

9. Visual Supports:

Use visual aids, charts, diagrams, and graphic organizers to enhance understanding and communication, particularly for students with communication or language challenges.

10. Positive Behavior Support:

Implement behavior management strategies that focus on positive reinforcement, teaching appropriate behaviors, and addressing behavioral challenges in a supportive manner.

11. Small-Group Instruction:

Occasionally provide small-group instruction to allow for more personalized attention and address specific learning needs.

12. Lesson Modifications:

Modify lessons as needed to ensure that students with disabilities can participate fully. This might involve simplifying instructions, providing extra time, or using adaptive materials.

13. Culturally Responsive Teaching:

Acknowledge and celebrate the diverse cultural backgrounds and experiences of students, incorporating them into the curriculum and classroom discussions.

14. Social and Emotional Learning (SEL):

Promote the development of social and emotional skills to create a classroom environment that values empathy, respect, and inclusivity.

15. Regular Communication with Parents and Guardians:

16. Maintain open communication with parents and guardians to understand their child's unique needs, share progress, and collaborate on support strategies.

17. Professional Development:

Ensure that teachers and support staff receive training in inclusive education practices to build their capacity for effective instruction in diverse classrooms.

Inclusive classrooms aim to create a learning environment where all students feel valued, supported, and capable of achieving their full potential. The key is to provide tailored instruction and support to meet each student's individual needs while fostering a sense of belonging and acceptance within the classroom community.

4.1.4: CURRICULUM AND CURRICULAR ADAPTATIONS FOR DIVERSE LEARNERS

The curriculum represents the set of planned learning experiences, content, and objectives that students are expected to master during their educational journey. It includes subject matter, skills, and knowledge that are structured to meet specific educational goals. For diverse learners, it is essential to consider how the curriculum can be tailored to address individual needs and maximize learning outcomes.

Here are some examples of curriculum and curricular adaptations for diverse learners:

1. **Multi-sensory materials:** Multi-sensory materials can help students who have difficulty learning through traditional methods. These materials engage the senses of sight, hearing, touch, and movement to reinforce learning. For example, using manipulatives such as blocks, counters, and other tangible objects can help students understand math concepts. Using videos, songs, or podcasts can help students with auditory learning preferences understand concepts.
2. **Individualized instruction:** Individualized instruction tailors the curriculum to the learning needs of individual students. It takes into account the student's learning style, strengths, and weaknesses. This can include personalized learning plans, targeted instruction, and additional support. For example, a student with dyslexia may need additional support in reading or writing, while a student with ADHD may need a structured learning environment to help them stay focused.
3. **Differentiated instruction:** Differentiated instruction involves adjusting the curriculum to meet the varying needs of students. It recognizes that students learn at different rates and have different learning styles. Teachers can differentiate instruction by providing varied activities and assignments, leveled reading materials, and flexible grouping. For example, a teacher may provide different levels of reading materials to meet the needs of all students in a class.
4. **Assistive technology:** Assistive technology helps students with disabilities or learning difficulties to access the curriculum. It can be used to provide access to written materials, allow students to work at their own pace, and support the development of skills. Examples of assistive technology include screen readers, text-to-speech software, speech recognition software, and dictation software.
5. **Modified assignments:** Modified assignments provide students with alternative ways to demonstrate their learning. They can be used to support students who struggle with traditional assignments or assessments. Modifications may include simplifying the task, changing the format of the assignment, or providing additional support. For example, a student with dysgraphia may be allowed to type their answers instead of writing them by hand.
6. **Flexible grouping:** Flexible grouping allows students to work with others who have similar learning needs or styles. It can be used to support collaboration and provide

targeted instruction. For example, a teacher may group students based on reading level, learning style, or interests.

7. **Accommodations for testing:** Accommodations for testing help students with disabilities or learning difficulties to demonstrate their knowledge and skills. Accommodations can include extra time, a quiet environment, the use of a scribe, or the use of technology. The accommodations used will depend on the student's needs and the type of assessment.

4.1.5: LET US SUM UP

To sum up, planning and managing an inclusive classroom is important to create an environment where every student can thrive academically, socially and emotionally. Infrastructure, human resources and instructional practices are the essential components of inclusive education. Suitable infrastructure is needed to accommodate students with special needs and human resources play a positive role in ensuring a high quality education for all. It is of utmost importance to design a suitable curriculum for drivers learners keeping in mind the individual needs.

4.1.6: ASSIGNMENT

1. What is the significance of infrastructure and human resources in an inclusive classroom?
2. Mention some key instructional practices for an inclusive classroom.
3. Write a short note on Assistive Technology for diverse learners.
4. What is the role of schools on parent-professional relationships?

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Block-4
Planning and Management of Inclusive Classrooms

Unit – 2
Assistive and Adaptive Technology

CONTENT STRUCTURE

- 4.2.1: Introduction**
- 4.2.2: Objectives**
- 4.2.3: Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching),**
- 4.2.4: Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers and School**
 - 4.2.4.1: Role of Parents on Parent-Professional Partnership**
 - 4.2.4.2: Role of Peers on Parent-Professional Partnership**
 - 4.2.4.3: Role of Professionals on Parent-Professional Partnership**
 - 4.2.4.4: Role of Teachers on Parent-Professional Partnership**
 - 4.2.4.5: Role of School on Parent-Professional Partnership**
- 4.2.5: Let us Sum up**
- 4.2.6: Assignment**
- 4.2.7: Suggested Readings**

4.2.1: INTRODUCTION

In the realm of education, fostering inclusivity and accommodating diverse learning needs are paramount goals. Assistive and adaptive technologies serve as invaluable tools in achieving these objectives. This chapter explores two crucial dimensions of supporting diverse learners: the array of products, including aids and appliances, designed to enhance accessibility, and the intricate processes such as Individualized Education Plans (IEPs) and remedial teaching that tailor education to individual needs. By delving into both the tangible tools and the nuanced methodologies, we aim to unravel the multifaceted landscape of Assistive and Adaptive Technology in education, acknowledging its pivotal role in creating an inclusive and equitable learning environment for all. Besides, the role of various stakeholders is also an important aspect of inclusive education.

4.2.2: OBJECTIVES

After going through this Unit you will be able -

- To know about Assistive and Adaptive Technology for Diverse learners
- To know about Parent-Professional Partnership

4.2.3: ASSISTIVE AND ADAPTIVE TECHNOLOGY FOR DIVERSE LEARNERS: PRODUCT (AIDS AND APPLIANCES) AND PROCESS (INDIVIDUALIZED EDUCATION PLAN, REMEDIAL TEACHING)

Assistive and adaptive technology plays a crucial role in supporting diverse learners, including students with disabilities, those with different learning styles, and individuals with various needs. These technologies are designed to enhance accessibility, facilitate learning, and provide individualized support. Here's an overview of assistive and adaptive technology for diverse learners:

Assistive Technology (AT) for Diverse learners: Assistive technology refers to tools, devices, software, or equipment that assist individuals with disabilities in performing tasks, enhancing their independence, and accessing information. AT can benefit learners with a wide range of disabilities, including physical, sensory, cognitive, and communication impairments. Examples of assistive technology include:

- **Screen Readers:** These tools convert text on a computer screen into synthesized speech or braille, allowing visually impaired students to access digital content.
- **Text-to-Speech (TTS) Software:** TTS software reads aloud written text, aiding students with reading difficulties, dyslexia, or visual impairments.
- **Speech Recognition Software:** This technology allows students with physical disabilities or writing challenges to input text by speaking.
- **Alternative Keyboards and Mouse Devices:** These adaptations are designed for individuals with motor impairments, making it easier for them to navigate computers and input text.
- **Communication Devices:** Augmentative and alternative communication (AAC) devices help individuals with speech or communication difficulties express themselves using symbols, pictures, or voice output.
- **Braille Displays and Notetakers:** These assistive devices provide access to braille content for blind or visually impaired students.
- **Screen Magnification Software:** Enlarges on-screen text and images for students with low vision.

- **Closed Captioning and Transcription Services:** Support students who are deaf or hard of hearing by providing text-based representations of audio content.
- **Electronic Math Worksheets:** Assist with mathematical calculations and symbol recognition for students with math-related disabilities.

Adaptive Technology for Diverse learners: Adaptive technology refers to tools, strategies, or software that adapt or modify educational materials and methods to meet the unique needs of learners. It is not limited to individuals with disabilities and can benefit all students, particularly those with diverse learning styles. Examples of adaptive technology include:

- **Learning Management Systems (LMS):** Online platforms with adaptive features that tailor content and assignments to students' skill levels, progress, and learning pace.
- **Adaptive Educational Software:** These programs adjust difficulty levels and provide customized feedback to match individual students' abilities and learning patterns.
- **Interactive Whiteboards and Touchscreen Devices:** Engage tactile learners and facilitate interactive lessons.
- **E-books and E-readers:** Offer features like customizable fonts, text-to-speech, and highlighting to accommodate various reading preferences and needs.
- **Multimodal Content:** Present content through a combination of text, images, videos, and audio to cater to diverse learning styles.
- **Digital Note-Taking Tools:** Support students in organizing and synthesizing information efficiently.
- **Online Collaboration Tools:** Enable group work and peer learning, fostering social interaction and collaboration among students.
- **Virtual Reality (VR) and Augmented Reality (AR):** Create immersive learning experiences that engage and captivate learners.

4.2.4: PARENT-PROFESSIONAL PARTNERSHIP: ROLE OF PARENTS, PEERS, PROFESSIONALS, TEACHERS AND SCHOOL

Parent-professional partnership in education is a collaborative relationship between parents, educators, peers, and professionals to support the holistic development and success of students, especially those with diverse needs. This partnership recognizes that parents are integral members of the education team and plays a crucial role in shaping a child's educational journey. Here's an overview of the roles of various stakeholders in this collaborative effort:

4.2.4.1: Role of Parents on Parent-Professional Partnership

- **Advocacy:** Parents advocate for their child's needs, ensuring that they receive appropriate educational services, accommodations, and support.
- **Communication:** They maintain open and regular communication with teachers, school staff, and professionals, sharing information about their child's strengths, challenges, and progress.
- **Support:** Parents provide emotional, social, and academic support at home, reinforcing what is learned in school.
- **Participation:** They actively participate in Individualized Education Plan (IEP) meetings, parent-teacher conferences, and other school-related activities.
- **Collaboration:** Parents collaborate with educators and professionals to set and review educational goals and strategies.

4.2.4.2: Role of Peers on Parent-Professional Partnership

- **Peer Support:** In an inclusive classroom, peers can provide support, friendship, and positive social interactions for students with diverse needs.
- **Sensitivity:** Peers can be encouraged to develop empathy and understanding towards their classmates with different abilities or backgrounds.
- **Collaboration:** Teachers can facilitate peer collaboration, where students work together to achieve learning goals.

4.2.4.3: Role of Professionals on Parent-Professional Partnership

- **Assessment and Diagnosis:** Professionals, such as psychologists or special educators, conduct assessments to identify a student's needs and provide diagnoses if necessary.
- **Intervention Planning:** They collaborate with parents and teachers to create individualized intervention plans, such as IEPs, tailored to the student's needs.
- **Support Services:** Professionals offer specialized support services, including speech therapy, occupational therapy, counseling, or assistive technology training.
- **Progress Monitoring:** They assess a student's progress and adjust intervention strategies as needed.

4.2.4.4: Role of Teachers on Parent-Professional Partnership

- **Instruction:** Teachers deliver instruction that accommodates diverse learning styles and abilities, differentiating their teaching methods and materials.

- **Communication:** They communicate regularly with parents and professionals to exchange information about a student's progress and needs.
- **Classroom Management:** Teachers establish a welcoming and inclusive classroom environment where all students feel valued and respected.
- **Collaboration:** They collaborate with other professionals, such as special educators or speech therapists, to implement individualized support plans.

4.2.4.5: Role of School on Parent-Professional Partnership

- **Inclusive Environment:** The school promotes an inclusive culture that embraces diversity and encourages the participation of students with diverse needs.
- **Training and Professional Development:** The school provides training and professional development opportunities for educators to enhance their skills in inclusive teaching.
- **Resources:** Schools allocate resources, such as assistive technology, accessible facilities, and support staff, to accommodate diverse learners.
- **Parent Involvement:** Schools encourage and facilitate parent involvement through parent-teacher associations, workshops, and open communication channels.

In a successful parent-professional partnership, all stakeholders work together collaboratively with a shared goal: to provide the best possible educational experience for the student. This collaboration fosters a supportive and inclusive learning environment where every student can thrive and reach their full potential.

4.2.5: LET US SUM UP

To sum up, examining Assistive and Adaptive Technology for a diverse range of learners reveals a fundamental framework for fostering inclusive education. The overview underscores that Assistive Technology (AT), which incorporates tools like screen readers and text-to-speech software, enhances accessibility across various disabilities. Simultaneously, Adaptive Technology, exemplified by Learning Management Systems and interactive whiteboards, customizes educational materials to suit diverse learning styles, providing benefits for all students. Within the collaborative domain, the Parent-Professional Partnership underscores the vital roles of parents, peers, professionals, teachers, and schools, ensuring a joint endeavor to create an optimal educational experience within a supportive and inclusive environment conducive to the thriving of every student.

4.2.6: ASSIGNMENT

1. Write a short note on Assistive Technology for diverse learners.
2. Give examples of some Adaptive Technology for diverse learner.

3. What is the role of schools on parent-professional relationships?
4. Discuss the role of teachers on parent-professional relationship

4.2.7: SUGGESTED READINGS

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Block-5
Problems, Ethics and Research on Inclusive Education
Unit -1
Barriers and Facilitators in Inclusive Education

CONTENT STRUCTURE

- 5.1.1: Introduction**
- 5.1.2: Objectives**
- 5.1.3: Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational,**
- 5.1.4: Current Status and Ethical Issues of inclusive education in India,**
- 5.1.5: Let us Sum up**
- 5.1.6: Assignment**
- 5.1.7: Suggested Readings**

5.1.1: INTRODUCTION

In the pursuit of an educational landscape that honors diversity and champions equal access, inclusive education has emerged as a transformative paradigm. By advocating for the integration of students with diverse needs into mainstream classrooms, inclusive education embodies a commitment to dismantling barriers and fostering an environment where every learner can thrive. However, this noble aspiration is met with a tapestry of challenges, ethical considerations, and the imperative for rigorous research to navigate the complex terrain of implementation.

As we embark on this exploration of inclusive education, we delve into the interconnected realms of problems, ethics, and research. By understanding the challenges, grappling with ethical considerations, and leveraging the insights gained through research, we aspire not only to comprehend the current state of inclusive education but also to contribute meaningfully to its ongoing evolution. In doing so, we affirm our commitment to an educational landscape that not only welcomes diversity but also ensures that every learner finds a place of belonging and opportunity.

5.1.2: OBJECTIVES

After going through this Unit you will be able -

- To know about Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational,
- To understand the Current Status and Ethical Issues of inclusive education in India
- To know more about the policies and acts initiated by government of India for the welfare of disabled children

5.1.3: BARRIERS AND FACILITATORS IN INCLUSIVE EDUCATION: ATTITUDE, SOCIAL AND EDUCATIONAL,

In the pursuit of inclusive education, where diverse learners seamlessly coexist in mainstream classrooms, several formidable barriers emerge across attitude, social, and educational dimensions. Understanding and addressing these barriers are crucial for fostering an environment that genuinely accommodates the needs of all students.

1. Attitudinal Barriers:

- **Stereotypes and Prejudices:** Deep-seated societal stereotypes and prejudices regarding individuals with disabilities or different learning needs contribute to negative attitudes among educators, peers, and even parents. These biases can hinder the acceptance and integration of diverse learners within the educational community.
- **Lack of Teacher Preparedness:** Some educators may lack the necessary training and resources to effectively teach students with diverse needs. This lack of preparation can result in apprehension, frustration, or unintentional exclusion of these students from the learning process.

2. Social Barriers:

- **Stigmatization and Bullying:** Students with diverse needs may face stigmatization and bullying from their peers, which can create an unwelcoming and hostile social environment. This social exclusion can impede the development of positive relationships and a sense of belonging among all students.
- **Limited Peer Interaction:** Social dynamics within classrooms might inadvertently isolate students with diverse needs. The absence of meaningful peer interactions can hinder the formation of friendships and impede the development of a supportive social network.

3. Educational Barriers:

- **Inadequate Resources:** Insufficient resources, including specialized teaching materials, assistive technologies, and support staff, can impede the effective implementation of inclusive education. This lack of resources may result in an unequal distribution of educational opportunities among students with diverse needs.
- **Rigid Curriculum:** A curriculum that fails to accommodate diverse learning styles and needs can pose a significant barrier. A one-size-fits-all approach may not adequately address the varied requirements of students, hindering their ability to access and engage with educational content.

Facilitators in Inclusive Education

Inclusive education aims to provide equal opportunities for all students, including those with disabilities or special needs, by integrating them into mainstream educational settings. Several facilitators play a crucial role in making inclusive education successful. These facilitators include:

Attitudinal Facilitators:

- **Teacher Attitude and Awareness:**

Positive Teacher Attitudes: Educators with positive attitudes towards inclusivity create a welcoming environment. Training programs that promote awareness and sensitivity contribute to cultivating such attitudes.

- **Parental Engagement:**

Supportive Parental Attitudes: Parents who embrace inclusivity and advocate for their child's needs positively impact the child's educational journey. Schools can facilitate workshops and communication channels to enhance parental understanding.

Social Facilitators:

- **Peer Support Programs:**

Peer Mentorship: Establishing peer support programs fosters a sense of belonging for students with diverse needs. Peer mentors contribute to social integration, promoting friendships and reducing social isolation.

- **Community Involvement:**

Community Support Networks: Engaging the community in inclusive practices creates a supportive network. Community involvement can range from awareness campaigns to collaboration on inclusive projects.

Educational Facilitators:

❖ **Teacher Training and Professional Development:**

Inclusive Pedagogical Training: Continuous training equips teachers with strategies to address diverse learning needs. Professional development programs enhance educators' confidence and competence in inclusive teaching methods.

❖ **Adapted Curriculum and Materials:**

Customized Learning Resources: Developing and utilizing adapted curriculum materials ensures that educational content is accessible to students with diverse needs. This includes materials in various formats and assistive technologies.

❖ **Classroom Accommodations:**

Individualized Accommodation Plans: Implementing individualized accommodation plans allows for tailored support based on each student's requirements. This may include modifications to assessment methods, seating arrangements, or additional support staff.

Inclusive education thrives when these facilitators work in tandem. Attitudinal shifts, social support networks, and educational adaptations collectively contribute to an environment where every student can participate, learn, and succeed. It requires an ongoing commitment from educators, parents, communities, and policymakers to continually enhance these facilitators and create truly inclusive educational spaces. Following measures can be very helpful in improving the scenario of inclusive education -

- **Teacher Training and Professional Development:** Providing teachers with training and professional development opportunities in inclusive teaching strategies and special education is essential. Teachers need the knowledge and skills to effectively support students with diverse needs in their classrooms.
- **Collaboration and Teamwork:** Collaboration among regular classroom teachers, special education professionals, therapists, and support staff is key to the success of inclusive education. Working together allows for the development and implementation of effective Individualized Education Plans (IEPs) and the sharing of expertise.
- **Supportive School Leadership:** School leaders who champion inclusive education and create a culture of inclusion within the school play a crucial role. They can allocate resources, promote a positive attitude toward inclusion, and ensure that policies and practices are inclusive.
- **Accessible Curriculum and Materials:** Using a Universal Design for Learning (UDL) approach to curriculum design ensures that instructional materials and activities are accessible to a wide range of students. This reduces barriers to learning.

- **Individualized Education Plans (IEPs):** Developing and implementing IEPs for students with disabilities helps tailor their educational experiences to meet their unique needs. IEPs provide a roadmap for the necessary accommodations and support.
- **Peer Support Programs:** Implementing peer support programs or buddy systems can foster positive relationships between students with disabilities and their peers. This helps reduce social isolation and promote social integration.
- **Inclusive Pedagogy:** Teachers who employ inclusive teaching methods, such as differentiated instruction, cooperative learning, and peer tutoring, can accommodate diverse learning styles and abilities in the classroom.
- **Flexible Assessment and Evaluation:** Using a variety of assessment methods that accommodate diverse learners ensures that students with disabilities can demonstrate their knowledge and skills in ways that suit their abilities.
- **Parent and Family Involvement:** Engaging parents and families in the educational process is crucial. They can provide valuable insights into their child's needs, participate in IEP meetings, and support their child's learning at home.
- **Accessible Physical Environment:** Ensuring that the school facilities are physically accessible, with ramps, elevators, accessible restrooms, and other accommodations, is essential for students with mobility impairments.
- **Community Involvement:** Involving the broader community in inclusive education efforts can foster acceptance, understanding, and support for students with disabilities. This can include partnerships with local organizations and businesses.
- **Positive Attitude and Awareness:** Promoting a positive attitude toward inclusion and raising awareness about the benefits of inclusive education can help reduce stigma and discrimination.
- **Legislation and Policies:** Supportive legislation and policies that mandate inclusive education and provide funding for necessary resources and support services can be facilitators at the systemic level.

5.1.4: CURRENT STATUS AND ETHICAL ISSUES OF INCLUSIVE EDUCATION IN INDIA

According to Census 2011 of India, all over 61% of the population of disabled children are attending educational institutions & 12% of the disabled population attended educational institutions earlier. But 27% of disabled children have never attended educational institutions. The country is facing the challenges to enroll the absence of disabled children in education and retain them in

educational institutions. The gender ratio of children attending Inclusive schools, there are 30% non-disable male children and 18% disabled male children in school. On the other side 38% non-disabled female children and 14% disabled female children are attending in Inclusive Schools (Census, 2011 of India). According to Census 2011, there are significant differences between disabled students and non-disabled students in their academic performance. 12.31% disabled students and 23.26% non-disabled students are in satisfactory (50+) academic performances. 14.35% disabled students and 35.65% non-disabled students are in average (40+) performance. And 5.22% disabled students and 8.91% non-disabled students are in slightly (below 40) performance.

The policies and acts initiated by government of India for the welfare of disabled children are discussed chronologically in the following:

❖ **The Mental Health Act (1987)**

The Mental Health Act, 1987 consolidates and amends the law related to the treatment and care of the mentally ill people so that better provisions may be made for them as appropriate and in relation to the subject matter and so on.

❖ **Rehabilitation Council of India (RCI-1992)**

The Indian parliament enacted the RCI act in September, 1992 and this act was amended in 2000. Rehabilitation Council of India (RCI) works on manpower development to provide rehabilitation services. The RCI standardizes the quality of syllabi and improves the quality of all professionals and staffs working in the field of Rehabilitation and special education.

❖ **Person with Disability Act (PWD- 1995)**

It was the most important legislation enacted by the parliament in the relevance of disability in India. This Act was passed in December, 1995. The Person with Disability Act stands for equal opportunities for every person and it gives protection of right and full participation of disabled persons. This act provides education, vocation, appropriate environment, social security etc. for all disabled people. According to the act, every disabled child will get free education in a good organization climate up to eighteen years. This act ensures the responsibility of the government for prevention and protection of disability persons and removes the discrimination against the disabled person.

❖ **Right to Education Act (RTE- 2009)**

Right to Education act is also called The Right of children to free and compulsory education act. This act was approved by the cabinet of the parliament of India on 2nd July, 2009. One of the major aspects of this act is that his act tries to protect the rights of children belonging to the backward groups from any kind of discrimination and ensure their completion of elementary education. The RTE Act ensures the inclusion of children

with disabilities (including children with cerebral palsy, mental retardation, autism and multiple disabilities) to pursue free and compulsory education.

❖ **The Rights of Person with Disabilities Act (RPWD Act- 2016)**

The RPWD Act, 2016 provides equality, dignity and respect to the PWD for his or her own integrity equally with others (Narayan & John, 2017). According to this act, disability has been defined based on an evolving and dynamic concept. This act gave 21 types of disabilities.

The national programs in the field of education are presented below

❖ **SarvaShikshaAbhiyan (SSA- 2001)**

In 2000, SarvaShikshaAbhiyan was launched for elementary education. This is a national level project. SSA aims to ensure quality education for every child aged from 6 to 14 years up to eighth grade. SSA attempts to implement inclusive education. SSA provides orientation of all teachers to the education of children with special needs. The school has assisted in the necessary construction work to create a barrier-free environment. SLRO and DLRO have been created with the aim of enlisting the help of voluntary organizations experienced in the education of children with special needs at the state and district level. Special educators will be recruited through DLRO for the purpose of providing special services.

❖ **Inclusive Education for Disabled at Secondary Stage (IEDSS-2009)**

The scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) was launched in the year of 2009-2010. This scheme replaced the earlier centrally sponsored scheme of Integrated Education for Disabled Children (IEDC) and would provide assistance for the inclusive education of the disabled children in classes IX-XII. The principal objective of the program was to identify the disabled children at secondary level and each disabled student would be supplied learning material, all infrastructural barriers in schools would be removed for the disabled students and all general school teachers at secondary level should be provided basic training on inclusive education.

❖ **RashtriyaMadhyamikShikshaAbhiyan (RMSA- 2009)**

The RashtriyaMadhyamikShikshaAbhiyan was launched in March, 2009. The purpose of the program was to enhance access to secondary education and improve its quality. The scheme aims to improve students' enrollment at the secondary school within a reasonable distance of residence, with the aim of keeping your general enrollment 100% by 2017 and universal retention by 2020.

5.1.5: LET US SUM UP

To sum up, Inclusive Education encounters barriers in attitudes, social dynamics, and educational limitations affecting diverse learners. Attitudinal challenges include stereotypes and teacher unpreparedness, while social hurdles involve stigmatization and limited peer interaction. Educational barriers include insufficient resources and a rigid curriculum, leading to unequal opportunities. Facilitators encompass positive teacher attitudes, parental engagement, peer support programs, and adapted curricula. Successful implementation necessitates ongoing commitment from educators, parents, communities, and policymakers to create an inclusive environment. In India, inclusive education faces challenges in enrolling and retaining disabled children, despite policy efforts like the Mental Health Act, Rehabilitation Council of India, Persons with Disabilities Act, Right to Education Act, and Rights of Persons with Disabilities Act, along with national programs such as SarvaShikshaAbhiyan, Inclusive Education for Disabled at Secondary Stage, and RashtriyaMadhyamikShikshaAbhiyan. Further efforts are required to ensure equal opportunities and address ethical concerns in inclusive education.

5.1.6: ASSIGNMENT

1. Write a note on social and educational barriers in inclusive education.
2. Write a note on attitudinal barriers and facilitators in inclusive education.
3. What are the policies and acts initiated by the government of India for the welfare of disabled children?

5.1.7: SUGGESTED READINGS

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Block-5
Problems, Ethics and Research on Inclusive Education

Unit 2
Research Trends of Inclusive Education in India

CONTENT STRUCTURE

- 5.2.1: Introduction**
- 5.2.2: Objectives**
- 5.2.3 Research Trends of Inclusive Education in India**
- 5.2.4: Let us Sum up**
- 5.2.5: Assignment**
- 5.2.6: Suggested Readings**

5.2.1: INTRODUCTION

In the dynamic landscape of education, the concept of inclusive education in India has garnered increasing attention and scrutiny. As the nation strives to build an equitable and accessible education system, researchers are at the forefront, examining, analyzing, and shaping the trajectory of inclusive practices. This exploration into the research trends of inclusive education in India not only reflects a commitment to understanding the current state of affairs but also seeks to illuminate the evolving challenges, innovations, and opportunities that define this critical domain.

5.2.2: OBJECTIVES

After going through this Unit you will be able -

- To know about Research Trends of Inclusive Education in India
- To understand the importance of research in inclusive education

5.2.3: RESEARCH TRENDS OF INCLUSIVE EDUCATION IN INDIA

In both developed and developing nations, the adoption of inclusive education has become a crucial strategy to safeguard the educational rights of children with special needs. In the specific

context of India, a range of trends and practices play a pivotal role in realizing the goals of inclusive education for children with special needs.

1. **Holistic Disability Approach:**

Embracing a comprehensive strategy that takes into account all types of disabilities collectively, fostering collaborative planning within inclusive classrooms.

2. **Vocationalization of Education:**

The endorsement of the Vocationalization of Higher Secondary Education scheme in 2011, revised in 2014, aims to introduce vocational education in government schools from class IX. This initiative places emphasis on in-service training for existing vocational education teachers and induction for new ones, acknowledging the necessity for more personalized instruction for students with disabilities.

3. **Collaborative/Team Teaching:**

Creating inclusive learning environments through collaborative teaching scenarios where general educators work alongside special educators.

4. **Integration of ICT in Education:**

Government initiatives to enhance the integration of Information and Communication Technology (ICT) in education align with the principles of access, equity, and quality outlined in the draft of the New National Education Policy (2016). The adoption of an ICT curriculum becomes a universal program for all students in schools.

5. **Activity-Based Learning:**

A child-centered teaching approach where educators emphasize learning through activities, actively engaging students both mentally and physically for effective learning experiences.

6. **Co-Curricular Adaptation:**

Facilitating the holistic development of students in various domains, including intellectual, emotional, social, moral, and aesthetic development. Co-curricular activities promote creativity, enthusiasm, and practical experiences for students.

7. **Adapted Physical Education:**

Acknowledging the potential benefits of physical activity for individuals with disabilities, this trend involves adapting physical education programs to accommodate specific disabilities, enhancing performance and participation in various sports.

8. **Continuous and Comprehensive Evaluation (CCE):**

A school-based evaluation system that assesses all aspects of a student's development, offering continuous insights into learning and behavioral outcomes for students, teachers, and parents.

9. **Use of Assistive Technology:**

Recognizing the significance of assistive technology for students with disabilities to actively participate and benefit from educational programs, ensuring that devices and technologies contribute to maintaining and improving individual functioning and independence.

10. **Language Acquisition through Motor Planning (LAMP)**

The Language Acquisition through Motor Planning (LAMP) approach integrates neurological and motor learning to enhance communication for students with autism and related disorders. This method is particularly beneficial for students with limited or no verbal skills. When combined with technology, LAMP principles empower an expanding population of students with autism to communicate effectively and achieve higher academic success. LAMP is integrated into various technologies, ranging from specially designed computers to educational apps.

11. **Universal Design for Learning:**

A teaching and learning philosophy aimed at providing equal opportunities for all students by designing flexible learning experiences. This approach aims to reduce barriers and obstacles to learning, promoting accessibility for students with diverse needs.

Action research, monitoring, and evaluation, along with impact assessments, play crucial roles in enhancing the planning and execution of Inclusive Education programs for local government officials, school management, and teaching staff responsible for policy administration and ensuring educational access in the classroom. These approaches contribute to:

- **Improvement of Teaching and Learning Environment-** Addressing aspects such as classroom construction and renovation, latrines, staff offices, and furniture to create a conducive educational setting.
- **Enhanced Academic Performance and Attendance-** Improving pupil attendance, pass rates, and academic performance through teacher training in special education, strengthened curriculum delivery, HIV counseling, and textbook acquisition.
- **Promoting Inclusive Education Campaigns-** Conducting campaigns in the community to increase enrollment of children with special needs, including a comprehensive census of such children within the community.

However, there exists a significant research gap in both qualitative and quantitative studies on Inclusive Education in India. To fulfill the apparent desire for change reflected in the evolving discourse around inclusive education, comprehensive planning is essential. Successful implementation of inclusive education necessitates context-adapted planning, inclusive of consistent funding for ongoing research, monitoring, and impact evaluation from diverse stakeholders, including the

voices of children, particularly those with disabilities. Addressing the current research gap in Inclusive Education in India can contribute significantly to establishing a sustainable and adaptable process of change.

5.2.4: LET US SUM UP

To sum up, globally, the adoption of inclusive education is recognized as a crucial strategy, and India is no exception in safeguarding the educational rights of children with special needs. Noteworthy trends in the country encompass a comprehensive disability approach, collaborative teaching, and the integration of Information and Communication Technology (ICT) in education. Notable initiatives, such as the Vocationalization of Higher Secondary Education scheme, underscore the importance of personalized instruction for students with disabilities. Additional strategies include activity-based learning, co-curricular adaptation, adapted physical education, continuous and comprehensive evaluation, the incorporation of assistive technology, and the application of Universal Design for Learning. Collectively, these endeavors aim to propel inclusive education forward and ensure equal opportunities for students with diverse needs.

5.2.5: ASSIGNMENT

1. What is LAMP? How is it important in teaching learners with special needs?
 2. Why is research important for achieving the goals of Inclusive education in India?
 3. Write a short note on research trends in inclusive education in India.
-

5.2.6: SUGGESTED READINGS

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- Perspectives in Disability and Rehabilitation(1995)-Pandey,R.S. and Advani, Lal (Vikas Publishing House)
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Block-6

Inclusion in Operation

COURSE STRUCTURE

Introduction

Objectives

Unit-1: Classroom management and organizations for Inclusive education

6.1.1: Classroom management and organizations for Inclusive education

6.1.2: Curricular adaptations for inclusive education

6.1.3: Learning design and Development of suitable TLM

6.1.4: Pedagogical strategies to individual needs of students

6.1.4.1: Co-operative learning

6.1.4.2: Peer tutoring

6.1.4.3: Social learning

6.1.4.4: Buddy system

6.1.4.5: Reflective teaching

6.1.4.6: Multisensory teaching

Unit-2: ICT in inclusive education

6.2.1: Technological advancement and its applications in inclusive education

6.2.1.1: ICT in inclusive education

6.2.1.2: Adaptive and assistive devices, equipment, aids and appliances

6.2.2: Let us sum up

6.2.3: Assignment

6.2.4: Suggested Readings

Block-6

Inclusion in Operation

Unit-1

CLASSROOM MANAGEMENT AND ORGANIZATIONS FOR INCLUSIVE EDUCATION

INTRODUCTION

Inclusion in operations fosters a culture that addresses diversity, ensuring that every individual's unique strengths and perspectives are valued. Inclusive setting signifies a learning environment where all students, regardless of their diverse abilities, backgrounds, or learning styles, are welcomed and supported. Inclusiveness emphasizes equitable access to educational resources, tailored teaching methods, and a sense of belonging for every student, which prioritizes collaboration and understanding among different stakeholders. Hence inclusive setting not only enhances academic outcomes but also equips students with necessary skills and preparing them for a more inclusive and interconnected world beyond the classroom.

OBJECTIVES

After completing this unit, you will be able to-

- discuss classroom management and organisation in inclusive education
 - explain curricular adaptation, learning design, and TLM suitable for inclusive education
 - describe different pedagogical practices suitable for catering individual needs
 - discuss different technological advancement in inclusive setting like ICT, Assistive technology etc.
-

6.1.1: CLASSROOM MANAGEMENT AND ORGANIZATIONS FOR INCLUSIVE EDUCATION

Classroom management and organization play an important role in the success of inclusive education, ensuring that each student receives appropriate supports and feels as valued in learning community. Effective classroom management in inclusive settings involves creating a positive and inclusive culture and promote mutual respect. Effective classroom management and organization strategies are fundamental in achieving an inclusive and supportive learning environment.

Management and organization within an inclusive classroom involve a thoughtful arrangement of physical space, instructional facilities, and learning strategies. Individualized education plans (IEPs) and differentiated instruction (DI) become integral tools in addressing the specific needs of differently abled students, so that each learner can access the curriculum at their own pace and preference.

Nature of Classroom Management and Organization for Inclusive Education:

Classroom management in inclusive education involves the following:

- creating a positive, respectful, and well-structured learning space
- setting clear expectations
- implementing strategies to address behavioral challenges.
- structuring the physical space, instructional materials, and
- organising curriculum in a way that accommodates diverse learning styles and abilities
- flexibility is crucial, as educators adapt their approaches to provide additional support or challenges based on individual student needs.

Importance for Classroom Management and Organization in Inclusive Education:

Enhance Learning Outcomes: It directly contributes to improved academic outcomes by accommodating diverse learning needs. Teachers and administrators create an environment where every student can actively participate in the learning process, leading to enhanced understanding and retention.

Social-Emotional Development: It prioritizes the social and emotional well-being of students. The positive emotional environment fosters healthy relationships, empathy, and a sense of belonging.

Equitable Opportunities: It ensures students' equitable opportunities to succeed. It promotes the provision of the necessary resources and support for each student to reach their full potential.

Promotion of Inclusivity Beyond the Classroom: Through the inclusive management and organization students learn the importance of inclusivity, equity, and advocate these values in their broader communities.

Supportive Learning Environment: It fosters a supportive learning environment where students feel safe, valued, and respected.

In conclusion, we can say that effective classroom management and organization are essential for inclusive education. Creating an inclusive learning environment requires some intentional efforts to accommodate and satisfy diverse learning needs and promote a sense of belonging for every student.

6.1.2: CURRICULAR ADAPTATIONS FOR INCLUSIVE EDUCATION

Inclusive education is a philosophy that enhances the integration of differently abled students into mainstream educational settings. It aims to provide equal opportunities for all types of learners, regardless of their differences and difficulties. In this perspective, curricular adaptations play a pivotal role in rationalizing the philosophy of inclusive education.

Meaning of Curricular Adaptations: Curricular adaptations refer to the adjustments or modification made to the curriculum to accommodate the varying needs of students in inclusive setting. The aim of this adaptations is to create an inclusive learning environment where every student can participate and engage in the teaching learning process.

Nature of Curricular Adaptations:

- **Content Modification:** This may include simplifying language, incorporating multicultural perspectives, or providing alternative resources.
- **Instructional Strategies:** Teachers may use a variety of techniques such as audio-visual aids, hands-on activities, ICT and collaborative learning strategies to cater to the diverse needs of students.
- **Assessment Adjustments:** This may include alternative forms of assessment, extended time, or allowing students to demonstrate their understanding in their preferred ways.
- **Accessible Learning Materials:** This may involve providing materials in different formats or using assistive technologies.

Importance of Curricular Adaptations:

Promoting Equity to all students to have an equal opportunity to succeed in the educational system.

Meeting Diverse Learning Needs with respect to different learning styles, strengths, and challenges. Curricular adaptations allow teachers to customize their teaching methods to address the specific needs of each student, fostering a more inclusive learning environment.

Enhancing Student Engagement through the feeling that the curriculum is relevant and accessible to them that enhances enthusiasm for learning.

Preparing for Real-World Diversity by reflecting the diversity present in the real world through incorporating curricular adaptations.

Therefore, curricular adaptation is an essential element of imparting inclusive education.

6.1.3: LEARNING DESIGN & DEVELOPMENT OF SUITABLE TLM

Inclusive education emphasizes an educational environment that accommodates the diverse needs of different types of learners. Learning design and the creation of suitable TLM are essential components in ensuring an inclusive and accessible education system. The success of inclusive education depends on the development of appropriate Learning design and Teaching-Learning Materials (TLM) that cater to the requirements of students with varying abilities.

Meaning of Learning Design and TLM in Inclusive Education:

- **Learning Design:** Learning design is the planning and organization of educational experiences to achieve specific learning objectives. In inclusive education, the aim of learning design is to create adaptable and flexible instructional strategies that can meet the diverse needs of all students.
- **Teaching-Learning Materials (TLM):** TLM includes a broad range of resources, including textbooks, multimedia, interactive activities, and other educational tools. Inclusive education emphasizes the development of TLM for accommodating the varied learning styles, abilities of students.

Development of Suitable TLM for Inclusive Education: The following points should be remembered at the time TLM development for inclusive setting:

- **Multisensory Resources:** TLM with multiple senses facilitates better learning experiences for diverse learners.
- **Flexibility:** Developing TLM with flexibility to be adapted to individual needs ensures inclusivity.
- **Universal Design for Learning (UDL):** Using the principles of UDL in TLM development ensures that materials are accessible to a wide range of learners.
- **Cultural Sensitivity:** Inclusive education materials must incorporate diverse cultural perspectives, so that students from different cultural contexts would be respected and valued.

Inclusive education is a way towards an educational system that values diversity and ensures equal opportunities for all. Learning design and the development of suitable TLM are very important issues in achieving this aim.

6.1.4: PEDAGOGICAL STRATEGIES TO INDIVIDUAL NEEDS OF STUDENTS

Inclusive pedagogy seeks to create such a learning environment that embrace diversity and accommodate the needs of all students, regardless of their abilities, backgrounds, etc. In the context of Inclusive education, the following strategies will be considered:

6.1.4.1: Co-operative learning

- **Meaning of Cooperative Learning:**

Cooperative learning is an instructional strategy where students work together in small groups to achieve a common educational objective. This collaborative approach emphasizes interdependence among students and encouraging students to collaborate and share their ideas, and support one another in their learning path. It often promotes a sense of community and collective success.

- **Nature of Cooperative Learning as Inclusive Pedagogy:**

Collaborative Structure: Cooperative learning structures provides opportunities for students to interact and learn from each other. This collaborative structure is inherently inclusive, as it accommodates diverse learners.

Shared Responsibility: In cooperative learning, students share the responsibility that promotes a sense of belonging and equity, ensuring that each student's contribution is valued.

Individualized Support: This approach allows for individualized support within groups. Peers can provide assistance and encouragement to ensure the success of whole group members.

Social Interaction: It enhances social interaction among students and enhances a sense of community within the classroom.

Cooperative learning helps in fostering an environment where every student actively engaged in the learning process. This approach aligns with the principles of inclusive education as it promotes collaboration, shared responsibility, and social interaction.

6.1.4.2: Peer tutoring

- # **Meaning of Peer Tutoring:**

Peer tutoring is a flexible, peer-mediated strategy that involves students serving as academic tutors and tutees. Typically, a higher performing student is paired with a lower performing student. Students assume the responsibility of teaching and supporting each other in their academic activities. It acknowledges the potential of peer relationships in enhancing the learning experience and creating an inclusive educational environment.

Types of Peer tutoring:

- **Classwide peer tutoring:** It involves dividing whole class into several small groups of 2 to 5 students. Students then act as tutors, tutees, or both.
- **Cross-age peer tutoring:** In this method, older students are paired with younger students.
- **Peer-assisted learning strategies:** Here teacher pairs students who need additional help with a peer who can assist.

Nature and importance of Peer Tutoring in Inclusive Pedagogy:

- **Reciprocal Learning:** It involves a reciprocal learning process where both the tutor and the tutee benefit.
- **Social Integration:** It promotes social integration within the classroom by fostering positive relationships between students.
- **Building Confidence:** It contributes to the development of confidence and self-esteem.
- **Increased Engagement:** It enhances student engagement.
- **Promoting Empathy:** It helps to enhance the empathy and understanding among students.

Peer tutoring enhances academic outcomes of students. It also nurtures different values like empathy, cooperation, and mutual respect. These values are the foundation for an inclusive educational experience that benefits all learners.

6.1.4.3: Social learning

Meaning of Social Learning:

Social learning theory, developed by Bandura, is a well-known framework that explains the mechanisms and processes involved in social learning. Bandura's theory highlights the significance of observational learning, modelling, and the role of reinforcement in shaping behaviour.

Social learning refers to the process where learners acquire knowledge, skills, behaviors, attitudes, and values by interacting with others in a social context. The concept of social learning is rooted in the concept that people learn not only from direct instruction but also by observing and imitating the behaviors of others, engaging in collaborative activities, and receiving feedback from their social environment. This type of learning occurs naturally in learners' everyday life, as they interact with their family members, peers, and society at large.

Meaning of Social Learning in Inclusive Education:

In inclusive education social learning refers to the process through which students with diverse abilities learn from and with each other by meaningful social interactions. This approach recognizes the importance of social relationships in the learning process and acknowledges that students can benefit significantly from interacting with their peers.

Importance of Social Learning in Inclusive Education:

- **Enhanced Academic Achievement:** Social learning helps to improve academic achievement by providing students with varied perspectives and learning styles.
- **Social and Emotional Development:** It nurtures the social and emotional development of students.
- **Reduction of Stereotypes:** It helps to break down stereotypes and reduce stigma associated with differences.

Social learning promotes collaboration, diversity, and positive social interactions. Educators, must continue the social learning strategy within inclusive education to create environments where every student can thrive.

6.1.4.4: Buddy system

Meaning of Buddy system:

The “buddy system” refers to a cooperative arrangement in which two individuals, known as buddies, work together or support each other for mutual benefit, safety, or companionship. In an educational context, the buddy system is a supportive arrangement in which a more experienced student (the buddy) is paired with a newer or younger student. It is based on the philosophy that when individuals are working together and provide a support that enhances each other’s capabilities, and contribute to a safer and more positive experience. It emphasizes collaboration, mutual aid, and a sense of responsibility toward one’s partner.

Nature of the Buddy System in Inclusive Education:

The nature of the buddy system is characterized by mutual assistance and understanding. Inclusive education recognizes the unique strengths and challenges of each student and aims to bridge gaps through meaningful connections. Buddies in inclusive setting often engage in various activities together, like- projects, social interactions, and shared responsibilities.

Importance of the Buddy System in Inclusive Education:

- **Academic Support:** It provides academic support by learning from each other. Peers assist in explaining concepts and reinforcing learning, creating an inclusive academic environment.
- **Social Integration:** It facilitates social interactions and friendships, helping to reduce isolation.
- **Promoting Empathy and Understanding:** It promotes empathy, reduces stereotypes, and builds a culture of understanding and acceptance within the school community.
- **Enhancing Communication Skills:** It encourages and also enhances effective communication between students of different abilities.

- **Building Confidence and Self-Esteem:** It helps to contribute to a more positive self-image.

The importance of the buddy system not only enhances academic collaboration, it helps in promoting empathy, friendship, and a culture of inclusivity.

6.1.4.5: Reflective teaching

Meaning of Reflective teaching:

In the NCERT's handbook of 'Reflective teaching -a handbook for being a reflective teacher' states the meaning of reflective teaching as "this means looking at what you do in the classroom, thinking about why you do it, and thinking about it if works as a process of self-observation and self-evaluation. Reflective teaching is a cyclical process; and once you start to implement changes, the reflective and evaluative cycle begins."

Reflective teaching refers to a process, which is deliberate and thoughtful, where teachers engage in introspection, self-evaluation, and critical analysis of their own teaching practices, experiences, and outcomes.

Key components of reflective teaching include:

- **Self-Examination:** It begins with teachers examining their beliefs, values, and assumptions about their teaching and learning.
- **Critical Analysis:** In reflective teaching teachers critically analyze their teaching methods, lesson plans, and instructional strategies to improve the outcomes.
- **Evaluation of Student Learning:** In this process teachers assess the outcome of student learning considering the impact of teaching.
- **Feedback and Peer Collaboration:** Seeking feedback from peers, administrators, or even students is an integral part of reflective teaching. Collaborating with colleagues allows educators to gain different perspectives, share insights, and benefit from the collective wisdom of the teaching community.
- **Continuous:** Reflective teaching is a continuous and lifelong process.

Importance of Reflective Teaching in Inclusive Education:

The ultimate goal of reflective teaching is to improve the overall quality of education by fostering continuous growth and development among teachers. Reflective teaching emerges as a important practice to provide teachers to navigate the complexities of an inclusive classroom effectively. The following are some importance of reflective teaching in inclusive setting:

- **Cultivating Inclusive Environments:** Reflective teaching empowers teachers to evaluate the extent of inclusivity of their classrooms by evaluating teaching practices by the teachers.

- **Continuous Professional Development:** It serves as a tool for continuous professional development. Teachers can identify their strengths and weakness and select the areas for growth.
- **Optimizing Student Outcomes:** Reflective teaching contributes to improve the outcomes of differently abled students by refining instructional strategies.

In the inclusive environment, the commitment to reflective teaching is a step in continuous improvement, ensuring that teachers remain responsive to the ever-evolving needs of their diverse student body.

6.1.4.6: Multisensory teaching

Meaning of Multisensory Teaching:

A multisensory approach, “also known as VAKT (visual-auditory-kinaesthetic-tactile) implies that students learn best when information is presented in different modalities (Mercer & Mercer, 1993)”. The belief is that students learn a new concept best when it is taught using the above mentioned four modalities.

Multisensory teaching is also an effective way to make teaching **inclusive**, as it offers a wide range of strategies for children to learn, and does not depend upon just **listening, writing and reading** alone. The following are different kinds of **sensory learning** that can be incorporated into teaching:

Visual - learning through watching and seeing;

Auditory - learning through listening and hearing sounds;

Kinaesthetic - learning through physical activity or body movement;

Tactile - learning through using the sense to touch;

- **Olfactory and Gustatory** - learning through smell and taste

Multisensory teaching involves engaging multiple senses – visual, auditory, kinesthetic, and tactile – during the learning process. This approach recognizes that individuals have different learning preferences and learning styles. It seeks to provide varied sensory experiences to enhance understanding and retention. In the context of inclusive education, multisensory teaching becomes an essential tool to cater to the diverse needs of students with varying abilities.

Nature of Multisensory Teaching in Inclusive Education:

The nature of multisensory teaching is **dynamic and flexible**.

It incorporates a **range of instructional strategies** that appeal to different senses, ensuring that students receive information through modalities that align with their strengths.

Multisensory teaching is also **individualized**, allowing teachers to consider their approach to meet the specific needs of each student. In an inclusive setting learners have diverse abilities and challenges; this multisensory approach fosters an environment where every student can engage with the curriculum effectively.

Importance of Multisensory Teaching in Inclusive Education:

- **Accommodating Diverse Learning Styles:** Multisensory teaching accommodates different diverse styles.
- **Enhancing Engagement and Retention:** This approach makes learning more engaging and memorable as it incorporates various senses.
- **Addressing Learning Disabilities:** Multisensory teaching is widely recognized as an effective strategy for helping students with learning disabilities (like- Dyslexia or ADHD) by engaging multiple senses.
- **Promoting Inclusivity:** It offers diverse means of learning, reducing barriers, and fostering an inclusive classroom environment where every student can participate actively.
- **Building a Positive Learning Experience:** It helps to create a positive and supportive learning environment, where students feel valued, engaged, and successful in their educational journey.

By acknowledging and incorporating various sensory modalities, teachers can create an inclusive environment where every student can access and participate in the learning process.

Block-6
Inclusion in Operation
Unit-2
ICT IN INCLUSIVE EDUCATION

6.2.1: TECHNOLOGICAL ADVANCEMENT AND ITS APPLICATIONS IN INCLUSIVE EDUCATION:

Technological advancements have revolutionized the effectiveness of inclusive education, providing different tools for diverse learning needs. Adaptive software, assistive devices, and online resources, virtual classrooms and video conferencing empower students with disabilities, and bridge geographical gaps, fostering collaboration among students. Technology enhances accessibility and thus making educational materials more inclusive. Here we discuss the following two aspects:

6.2.1.1: ICT IN INCLUSIVE EDUCATION

Information and Communication Technology (ICT) emerges as a transformative force, especially in the area of inclusive education. ICT encompasses a wide range of digital tools and technologies that can be utilised to create more accessible and equitable learning environments.

Meaning and nature of the Application of ICT in Inclusive Education:

The application of ICT in inclusive education refers to the use of digital technologies. This includes the integration of computers, tablets, educational software, assistive technologies, and online resources. All these are useful to enhance the teaching and learning experience.

The nature of the application of ICT in inclusive education is multifaceted. It involves using digital tools to accommodate different learning styles, abilities, and needs. Educational software may provide options for font size, colour schemes, etc. to suit the preferences of learners' diversified needs. On the other hand, ICT allows for the integration of assistive technologies. Online platforms, virtual classrooms, and digital communication tools facilitate collaboration, enabling a seamless exchange of information and support.

Importance of the Application of ICT in Inclusive Education

- **Accessibility and Personalization:** It offers diverse tools and applications that can be helpful to meet individual's diverse learning needs.

- **Assistive Technologies:** ICT can be used to integrate assistive technologies that support students with disabilities.
- **Differentiated Instruction:** Teachers can implement differentiated instruction more effectively with the help of ICT. Digital platforms allow for the creation and distribution of diverse learning materials, assessments, and activities.
- **Collaborative Learning:** Online discussion forums, online classroom and collaborative projects facilitated by digital tools enable students to interact, share ideas, and work together regardless of physical or cognitive differences. This collaboration supports the inclusive setting.

As technology continues to advance the application of ICT in inclusive education potentially helpful for paradigm shift towards more accessible, personalized, and collaborative learning experiences

6.2.1.2: Adaptive and assistive devices, equipment, aids and appliances

Inclusive education aims to ensure equal facilities for all students, regardless of their abilities or challenges. Adaptive and assistive devices, equipment, aids, and appliances play a pivotal role in fostering inclusivity within the classroom.

Meaning of Adaptive and Assistive Devices in the Inclusive Classroom:

Adaptive and Assistive Devices are specialized tools designed to assist individuals with disabilities or diverse learning needs. In the inclusive classroom, these tools serve to provide support and accommodations to ensure that all students can access and participate in the learning process. These devices range from simple tools, such as pencil grips or magnifiers, to more sophisticated technologies like speech-to-text software or alternative input devices.

Nature of Adaptive and Assistive Devices in the Inclusive Classroom:

- **Diversified:** These devices in the inclusive classroom is diverse and tailored to meet the specific needs of individual students. These tools can address various challenges, including mobility issues, sensory impairments, communication difficulties, and learning differences.
- **Customized:** The nature of these devices is often customizable, allowing teachers to adapt them to the unique requirements of each student, fostering a truly inclusive learning environment.
- **Dynamic:** These devices are dynamic, evolving alongside technological advancements.

Importance of Adaptive and Assistive Devices in the Inclusive Classroom:

- **Providing Accessibility:** These devices are instrumental in providing accessibility for students with diverse needs.

- **Supporting Different Learning Styles:** Considering that students may have different learning styles and preferences, adaptive devices offer personalized support.
- **Enhancing Communication:** These assistive devices often enhance communication skills for students with speech or language impairments. Communication boards, voice output devices, and sign language interpreters are examples of tools that facilitate effective communication.
- **Promoting Independence:** Adaptive devices empower students to become more independent in their learning and livelihood.

As technology continues to develop, the potential for adaptive and assistive devices to enhance inclusivity in education becomes even more promising, marking a positive stride towards equitable learning experiences for all.

6.2.2: LET US SUM UP

Management and organization within an inclusive classroom involve a thoughtful arrangement of physical space, instructional facilities, and learning strategies. It enhances learning outcome, socio-emotional development and promotes inclusivity in the inclusive classroom.

Curricular adaptations refer to the adjustments or modification made to the curriculum to accommodate the varying needs of students in inclusive setting. In curricular adaptations we generally modify the content, assemble learning materials, use variety of techniques.

Learning design and the development of suitable TLM are essential components in ensuring an inclusive and accessible education system. The effectiveness of inclusive education depends on the development of appropriate Learning design and Teaching-Learning Materials (TLM) that cater to the requirements of students with varying abilities.

Inclusive pedagogy seeks to create such a learning environment that embrace diversity and accommodate the needs of all students. In this context cooperative learning, peer tutoring, social learning, buddy system are some of the important techniques.

Reflective and multisensory teaching are also important issues in catering the diversified learners need in in the context of inclusive setting.

Technological advancements have revolutionized the effectiveness of inclusive education, providing different tools for diverse learning needs like- adaptive software, assistive devices, and online resources, virtual classrooms and video conferencing. Information and Communication Technology (ICT) emerges as a transformative force, especially in the area of inclusive education. Adaptive and assistive devices, equipment, aids, and appliances play a pivotal role in fostering inclusivity within the classroom.

6.2.3: ASSIGNMENT

1. What do you mean by classroom management and organization? Discuss the nature and importance of it.
2. Explain the meaning of cooperative learning strategy for inclusive classroom.
3. State the meaning of Peer tutoring. Explain the types of peer tutoring. Mention the importance of peer tutoring.
4. Explain the key elements of reflective teaching. Discuss the importance of it.
5. Discuss the importance of ICT in inclusive classroom.
6. What do you mean by Adaptive and assistive devices? State the importance of Adaptive and Assistive devices.

6.2.4: SUGGESTED READINGS

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Block-7
Teacher preparation for inclusive school

Unit 1
Problems in inclusion

CONTENT STRUCTURE

- 7.1.1: Introduction**
- 7.1.2: Objectives**
- 7.1.3: Problems of inclusion in the real classroom situation**
- 7.1.4: Ways for overcoming the problems of inclusions**
- 7.1.5: Skills and competencies of teachers and teacher educators for secondary education in inclusive setting**
 - 7.1.5.1 Skills and competencies for teachers in secondary education in an inclusive setting**
 - 7.1.5.2 Skills and competencies that teacher educators should possess to effectively prepare secondary education teachers for inclusive settings**
- 7.1.6: Let us Sum up**
- 7.1.7: Assignment**
- 7.1.8: Suggested Readings**

7.1.1: INTRODUCTION

Inclusion, the principle of embracing diversity and ensuring equal opportunities for all individuals, is a cornerstone of progressive societies striving for equity. However, the path to true inclusion is fraught with challenges that extend across various dimensions, encompassing societal, institutional, and interpersonal spheres. As we delve into the complex landscape of inclusion, it becomes evident that despite significant strides, there are persistent problems that impede the realization of its full potential. These challenges not only hinder the aspirations of marginalized groups but also pose a threat to the cohesive fabric of communities and organizations. This exploration will shed light on the multifaceted problems in inclusion, delving into issues that span accessibility, bias, systemic barriers, and the need for cultural transformation. As we navigate

through these challenges, it becomes imperative to foster an understanding of the root causes and cultivate solutions that pave the way for a more inclusive and harmonious future.

7.1.2: OBJECTIVES

After going through this Unit you will be able -

- To understand the Problems of inclusion in the real classroom situation.
 - To know about Ways for overcoming the problems of inclusions
 - To know about Skills and competencies of teachers and teacher educators for secondary education in inclusive setting
-

7.1.3: PROBLEMS OF INCLUSION IN THE REAL CLASSROOM SITUATION

In a real classroom setting, despite the increasing awareness of the importance of inclusion, several challenges persist that hinder the effective integration of diverse learners. These problems in inclusion can manifest in various ways, impacting the educational experience for students and educators alike.

Here are some common problems of inclusion within real classroom situations:

1. Lack of Accessibility:

Physical barriers, inadequate resources, and insufficient accommodations can create obstacles for students with disabilities, limiting their access to educational materials and facilities.

2. Limited Teacher Training:

Educators may not receive adequate training to address the diverse needs of students, especially those with different learning styles, abilities, or cultural backgrounds.

3. Social Isolation:

Students from marginalized groups may experience social exclusion, bullying, or discrimination, hindering their ability to fully engage in the learning environment and develop positive relationships with peers.

4. Unconscious Bias:

Teachers and peers may unknowingly harbor biases based on factors such as race, gender, socio-economic status, or abilities, impacting the way they perceive and interact with diverse students.

5. Inflexible Curriculum:

A rigid curriculum may not cater to various learning paces and styles, disadvantaging students who require different approaches or additional support.

6. Limited Representation in Curriculum:

The absence of diverse perspectives, cultures, and histories in the curriculum can lead to a narrow worldview, excluding the experiences of certain groups and fostering a sense of alienation.

7. Inequitable Resource Allocation:

Unequal distribution of resources, such as educational materials, technology, and extracurricular opportunities, can perpetuate disparities among students.

8. Resistance to Change:

Some educators, administrators, or parents may resist inclusive practices due to unfamiliarity, misconceptions, or fear of disrupting established norms.

9. Insufficient Communication:

Poor communication between teachers, parents, and support staff can impede the coordination of efforts to meet the diverse needs of students, hindering the effectiveness of inclusive practices.

10. Inadequate Individualized Support:

Students with specific learning needs may not receive sufficient individualized support, leading to gaps in their understanding and hindering their academic progress.

Addressing these problems requires a comprehensive approach that involves ongoing training, policy changes, community engagement, and a commitment to fostering a culture of inclusion within the educational system. Efforts to tackle these challenges aim to create classrooms where every student feels valued, supported, and empowered to succeed.

7.1.4: WAYS FOR OVERCOMING THE PROBLEMS OF INCLUSIONS

Overcoming the challenges of inclusion requires a concerted effort from educators, administrators, policymakers, and the broader community. Here are some ways to address and mitigate the problems associated with inclusion in a classroom setting:

- **Comprehensive Teacher Training:**

Provide ongoing professional development for educators to enhance their skills in addressing diverse learning needs, understanding cultural differences, and implementing inclusive teaching practices.

- **Accessible Learning Materials:**

Ensure that educational materials are diverse, inclusive, and accessible to all students, including those with disabilities. Utilize technology and adaptive tools to accommodate different learning styles.

- **Promote a Positive and Inclusive School Culture:**
Foster an environment where diversity is celebrated, and inclusivity is a shared value. Implement programs that raise awareness about the importance of inclusion and discourage discrimination or bias.
- **Individualized Support Systems:**
Develop and implement individualized education plans (IEPs) or personalized learning strategies to cater to the specific needs of students with diverse abilities, backgrounds, and learning styles.
- **Peer Support and Mentorship Programs:**
Facilitate peer support networks and mentorship programs to encourage positive relationships among students. This can help reduce social isolation and foster a sense of belonging.
- **Flexible and Inclusive Curriculum:**
Design a curriculum that accommodates diverse learning styles, includes a variety of perspectives, and incorporates materials that reflect the experiences of all students.
- **Regular Communication and Collaboration:**
Establish open lines of communication between teachers, parents, support staff, and administrators. Regularly share information about students' progress, challenges, and individualized plans to ensure a collaborative approach.
- **Inclusive Extracurricular Activities:**
Provide diverse extracurricular activities that cater to a range of interests and abilities, promoting inclusivity beyond the classroom setting.
- **Addressing Unconscious Bias:**
Conduct awareness programs and training sessions to help educators and staff recognize and address unconscious biases. Encourage self-reflection and continuous learning about cultural competence.
- **Policy Reforms:**
Advocate for and implement policies that support inclusion at both the school and district levels. This may include resource allocation, hiring practices, and the establishment of clear guidelines for inclusive education.
- **Community Engagement:**
Involve parents, community members, and local organizations in discussions and initiatives related to inclusion. Building a supportive community enhances the overall inclusivity of the educational environment.

- **Regular Assessment and Feedback:**

Continuously assess the effectiveness of inclusive practices through feedback from students, parents, and educators. Use this information to make necessary adjustments and improvements.

- **Technology Integration:**

Leverage technology to create inclusive learning environments. This includes providing assistive technologies, online resources, and platforms that support diverse learning needs.

By adopting a multifaceted and collaborative approach, schools and educational institutions can work towards creating an inclusive environment that empowers every student to thrive academically, socially and emotionally.

7.1.5: SKILLS AND COMPETENCIES OF TEACHERS AND TEACHER EDUCATORS FOR SECONDARY EDUCATION IN INCLUSIVE SETTING

7.1.5.1: Skills and Competencies for Teachers in secondary education in an inclusive setting

Teachers in secondary education play a pivotal role in fostering an inclusive learning environment that accommodates the diverse needs of students. To effectively navigate the challenges and capitalize on the opportunities in an inclusive setting, educators should possess a range of skills and competencies.

- **Differentiated Instruction:**

Tailor teaching methods and content to meet the diverse learning needs, abilities, and interests of students in the classroom.

- **Adaptability:**

Embrace flexibility and adapt teaching strategies to accommodate changes in student needs, curriculum requirements, and the overall learning environment.

- **Cultural Competence:**

Develop an understanding and appreciation of diverse cultures, backgrounds, and perspectives to create an inclusive and culturally responsive classroom.

- **Collaborative Teamwork:**

Work collaboratively with other teachers, support staff, specialists, and parents to create a cohesive and supportive network for students with diverse needs.

- **Effective Communication:**
Communicate clearly and effectively with students, parents, and colleagues, ensuring that information about student progress, goals, and individualized plans is shared appropriately.
- **Special Education Knowledge:**
Acquire knowledge about various learning disabilities, special education laws, and inclusive practices to effectively support students with diverse abilities.
- **Technology Integration:**
Utilize technology to enhance the learning experience and provide accessibility tools that cater to the diverse needs of students, including those with disabilities.
- **Classroom Management:**
Employ inclusive classroom management strategies that create a positive and respectful environment, promoting engagement and minimizing disruptions.
- **Assessment and Feedback Skills:**
Develop effective assessment methods that take into account diverse learning styles and abilities, providing constructive feedback to support student growth.
- **Emotional Intelligence:**
Foster emotional intelligence to understand and respond to the social and emotional needs of students, creating a supportive and empathetic learning environment.
- **Problem-Solving Skills:**
Navigate challenges and solve problems related to inclusion, adapting strategies and interventions to meet the evolving needs of students.
- **Advocacy Skills:**
Advocate for the rights and needs of students with diverse abilities, collaborating with parents, administrators, and support services to ensure a supportive learning environment.
- **Inclusive Curriculum Development:**
Develop and modify curriculum materials to ensure they are inclusive, representative, and accessible to all students, regardless of their abilities or backgrounds.
- **Reflective Practice:**
Engage in reflective practices to continuously assess and improve teaching methods, adapting strategies based on the outcomes of previous experiences.

- **Patience and Empathy:**

Cultivate patience and empathy to understand the challenges students may face and provide the necessary support and encouragement.

- **Resilience:**

Develop resilience to navigate the complexities of an inclusive classroom, learning from setbacks and adapting strategies to ensure ongoing improvement.

These skills and competencies collectively contribute to the creation of a positive and inclusive learning environment that empowers all students to succeed in secondary education.

7.1.5.2: Skills and Competencies that Teacher Educator should possess to effectively prepare secondary education teachers for inclusive settings

Teacher educators, who are responsible for preparing future educators, play a crucial role in shaping the skills and competencies of secondary education teachers for inclusive settings. They need to model effective practices, provide guidance, and instill a comprehensive understanding of inclusive education.

- **In-Depth Knowledge of Inclusive Practices:**

Possess a thorough understanding of inclusive education principles, policies, and best practices to effectively convey this knowledge to pre-service teachers.

- **Pedagogical Expertise:**

Demonstrate exemplary teaching practices that align with inclusive education, emphasizing differentiated instruction, flexible assessment methods, and varied instructional strategies.

- **Cultural Competence and Diversity Awareness:**

Model cultural competence and promote diversity awareness, helping pre-service teachers recognize and respect the diverse backgrounds, experiences, and perspectives of students.

- **Effective Communication Skills:**

Demonstrate clear and effective communication, both verbally and in writing, to model appropriate communication strategies that pre-service teachers can adopt in an inclusive classroom.

- **Collaborative Teaching and Teamwork:**

Emphasize the importance of collaboration and teamwork, showcasing effective collaboration with other educators, specialists, and support staff in an inclusive educational setting.

- **Technology Integration for Inclusion:**
Illustrate how to integrate technology effectively in teaching to enhance accessibility, accommodate diverse learning needs, and support inclusive education practices.
- **Knowledge of Special Education Laws and Policies:**
Provide a comprehensive understanding of special education laws, policies, and regulations to ensure pre-service teachers are well-versed in the legal aspects of inclusive education.
- **Critical Reflection and Self-Improvement:**
Encourage pre-service teachers to engage in critical reflection, fostering a habit of self-improvement and a commitment to ongoing professional development in the realm of inclusive education.
- **Research Literacy:**
Promote research literacy among pre-service teachers, guiding them to critically evaluate educational research related to inclusive practices and apply evidence-based strategies.
- **Adaptability and Flexibility:**
Model adaptability and flexibility, emphasizing the importance of adjusting teaching strategies and approaches to meet the diverse needs of students in an inclusive classroom.
- **Advocacy Skills:**
Instill advocacy skills, teaching pre-service teachers how to advocate for the rights and needs of students with diverse abilities within educational institutions and the broader community.
- **Facilitation of Inclusive Curriculum Development:**
Guide pre-service teachers in developing and modifying curriculum materials to ensure inclusivity, representation, and accessibility for all students.
- **Simulation and Practical Training:**
Provide opportunities for hands-on experience and simulation exercises, allowing pre-service teachers to practice inclusive teaching strategies in a controlled environment before entering real classrooms.
- **Emotional Intelligence and Relationship Building:**
Emphasize the importance of emotional intelligence and building positive relationships with students, colleagues, and parents to create a supportive learning environment.
- **Professional Ethics and Integrity:**
Model and instill a strong sense of professional ethics and integrity, emphasizing the importance of fairness, honesty, and impartiality in an inclusive educational setting.

By embodying these skills and competencies, teacher educators can effectively prepare future secondary education teachers to navigate the complexities of inclusive settings and contribute positively to the educational experiences of all students.

7.1.6: LET US SUM UP

To sum up, in real classrooms, achieving meaningful inclusion faces challenges like limited accessibility, insufficient teacher training, social isolation, unconscious biases, a rigid curriculum, and unequal resource distribution. Overcoming these challenges requires comprehensive teacher training, accessible learning materials, fostering an inclusive school culture, implementing individualized support systems, and addressing unconscious biases. Secondary education teachers need skills in differentiated instruction, cultural competence, adaptability, and effective communication for creating an inclusive atmosphere. Teacher educators should possess a deep understanding of inclusive practices, pedagogical expertise, cultural competence, and advocacy skills to prepare future teachers for inclusive environments, collectively contributing to a positive and inclusive learning environment.

7.1.7: ASSIGNMENT

1. What are the problems of inclusion within the real classroom situation? Mention ways of overcoming these problems.
2. Discuss some skills and competencies for teachers in secondary education in an inclusive setting. How can teacher educators prepare secondary education teachers for inclusive settings?

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Block-7
Teacher preparation for inclusive school
Unit 2
Inclusive Education in the light of NCF-2005

CONTENT STRUCTURE

- 7.2.1: Introduction**
- 7.2.2: Objectives**
- 7.2.3: Teacher preparation for inclusive education in the light of NCF-2005**
- 7.2.4: Identification and overcoming barriers for educational and social inclusion**
 - 7.2.4.1 Identification of Barriers for educational and social inclusion:**
 - 7.2.4.2 Overcoming barriers for educational and social inclusion**
- 7.2.5: Let us Sum up**
- 7.2.6: Assignment**
- 7.2.7: Suggested Readings**

7.2.1: INTRODUCTION

In the realm of education, the concept of inclusive education has emerged as a transformative approach that aligns with the principles outlined in the National Curriculum Framework (NCF) of 2005 in India. NCF-2005, a landmark document, seeks to revitalize and strengthen the education system by emphasizing a learner-centric and holistic approach. Inclusive education, as envisioned by NCF-2005, goes beyond the conventional boundaries of education, advocating for an environment that accommodates the diverse needs, abilities, and backgrounds of all learners.

Inclusive education, as a fundamental philosophy, challenges the traditional notions of segregating students based on differences and instead promotes an educational ecosystem where every learner is valued and provided equal opportunities to thrive. NCF-2005, with its emphasis on equity, social justice, and the recognition of the uniqueness of each learner, provides a fertile ground for the cultivation of inclusive practices in Indian classrooms.

The vision articulated in NCF-2005 aligns seamlessly with the principles of inclusive education by emphasizing the creation of learning environments that foster a sense of belonging, dignity, and

respect for all. This introduction explores the essence of inclusive education within the framework of NCF-2005, delving into the philosophical foundations, policy implications, and the imperative for a paradigm shift in educational practices to fulfill the aspirations of an inclusive and equitable education system.

7.2.2: OBJECTIVES

After going through this Unit you will be able -

- To know about Teacher preparation for inclusive education in the light of NCF-2005
- To understand the Identification and overcoming barriers for educational and social inclusion

7.2.3: TEACHER PREPARATION FOR INCLUSIVE EDUCATION IN THE LIGHT OF NCF-2005

Teacher preparation for inclusive education, guided by the National Curriculum Framework (NCF) of 2005 in India, is essential for realizing the vision of an equitable and inclusive educational system. NCF-2005 emphasizes learner-centric education, recognizing the diversity among students and advocating for an inclusive approach that accommodates varied learning needs and abilities. Here are key aspects of teacher preparation for inclusive education in the light of NCF-2005:

To be able to realise this vision, teacher education must comprise the following features to enable student-teachers to:

- Understand the way learning occurs and to create plausible situations conducive to learning.
- View knowledge as personal experiences constructed in the shared context of teaching learning, rather than embedded in the external reality of textbooks.
- Be sensitive to the social, professional and administrative contexts in which they need to operate.
- Develop appropriate competencies to be able to not only seek the above-mentioned understanding in actual situations, but also be able to create them.
- Attain a sound knowledge base and proficiency in language.
- Identify their own personal expectations, perceptions of self, capacities and inclinations.
- Consciously attempt to formulate one's own professional orientation as a teacher in situation-specific contexts.
- View appraisal as a continuous educative process.
- Develop an artistic and aesthetic sense in children through art education.

- Address the learning needs of all children, including those who are marginalised and disabled.
- In the context of changing perspective, it is imperative to pursue an integrated model of teacher education for strengthening the professionalization of teachers.
- develop the needed counselling skills and competencies to be a ‘facilitator’ for and ‘helper’ of children needing specific kinds of help in finding solutions for day-to-day problems related to educational, personal and social situations.
- Learn how to make productive work a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills.

Teachers need to be prepared to

- ❖ Care for children, and should love to be with them.
- ❖ Understand children within social, cultural and political contexts.
- ❖ Be receptive and be constantly learning.
- ❖ View learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning.
- ❖ View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.
- ❖ Own responsibility towards society, and work to build a better world.
- ❖ Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.
- ❖ Analyse the curricular framework, policy implications and texts.

Major Shifts in Teacher Education Programme

MAJOR SHIFTS

From	To
• Teacher centric, stable designs	• Learner centric, flexible process
• Teacher direction and decisions	• Learner autonomy
• Teacher guidance and monitoring	• Facilitates, supports and encourages learning
• Passive reception in learning	• Active participation in learning
• Learning within the four walls of the class room	• Learning in the wider social context
• Knowledge as "given" and fixed	• Knowledge as it evolves and is created
• Disciplinary focus	• Multidisciplinary, educational focus
• Linear exposure	• Multiple and divergent exposure
• Appraisal, short, few	• Multifarious, continuous

Source: National Curriculum Framework 2005 Draft

7.2.4: IDENTIFICATION AND OVERCOMING BARRIERS FOR EDUCATIONAL AND SOCIAL INCLUSION

Identification and overcoming barriers to educational and social inclusion require a multifaceted approach that addresses various challenges at individual, institutional, and societal levels. Here are some common barriers and strategies to overcome them:

7.2.4.1: Identification of Barriers for educational and social inclusion

❖ **Lack of Accessibility:**

Identification: Identify physical, digital, and communication barriers that limit access for individuals with disabilities.

Overcoming: Implement universal design principles, provide assistive technologies, and ensure physical spaces are wheelchair accessible.

❖ **Discrimination and Bias:**

Identification: Recognize prejudiced attitudes, stereotypes, and discriminatory practices within educational institutions and society.

Overcoming: Conduct awareness programs, diversity training, and implement anti-discrimination policies. Foster a culture of inclusivity and respect.

❖ **Limited Resources:**

Identification: Identify disparities in resource allocation, including funding, educational materials, and extracurricular opportunities.

Overcoming: Advocate for equitable resource distribution, secure additional funding for inclusive programs, and ensure that all students have access to necessary materials and activities.

❖ **Inflexible Curriculum:**

Identification: Recognize rigid curricula that do not cater to diverse learning styles and paces.

Overcoming: Promote flexible curriculum designs, encourage project-based learning, and incorporate diverse perspectives into educational materials.

❖ **Social Isolation:**

Identification: Identify instances of social exclusion, bullying, or isolation within educational settings.

Overcoming: Implement anti-bullying programs, promote inclusive extracurricular activities, and foster a positive and supportive school culture.

❖ **Lack of Teacher Training:**

Identification: Identify gaps in teacher training related to inclusive practices and diversity.

Overcoming: Provide ongoing professional development for teachers, incorporating inclusive education training and cultural competency workshops.

❖ **Socioeconomic Disparities:**

Identification: Recognize disparities in access to education based on socioeconomic status.

Overcoming: Implement scholarship programs, provide financial aid, and create support systems to address the unique needs of students from economically disadvantaged backgrounds.

❖ **Language Barriers:**

Identification: Identify language-related barriers that hinder effective communication and learning.

Overcoming: Offer language support programs, provide bilingual resources, and encourage inclusive language policies within educational institutions.

7.2.4.2: Overcoming barriers for educational and social inclusion

❖ **Policy Reforms:**

Implement and advocate for policies that promote inclusivity, diversity, and equity within educational institutions.

❖ **Community Engagement:**

Engage with parents, local communities, and stakeholders to build support for inclusive practices and address specific needs.

❖ **Professional Development:**

Provide continuous training and professional development opportunities for educators to enhance their skills in inclusive teaching.

❖ **Adaptive Technology:**

Integrate adaptive technologies and assistive tools to support students with diverse learning needs.

❖ **Advocacy and Awareness Campaigns:**

Conduct advocacy campaigns to raise awareness about the importance of inclusive education and challenge stereotypes and biases.

❖ **Collaboration and Networking:**

Foster collaboration among educators, support staff, specialists, and community organizations to create a network of support for inclusive education.

❖ **Flexible Teaching Practices:**

Encourage and reward flexible teaching practices that cater to diverse learning styles and abilities.

❖ **Inclusive Extracurricular Activities:**

Develop and promote inclusive extracurricular activities to ensure that all students have opportunities for social engagement and skill development.

❖ **Regular Monitoring and Evaluation:**

Establish mechanisms for regular monitoring and evaluation of inclusive practices to identify areas for improvement and success.

❖ **Inclusive Curriculum Development:**

Actively involve diverse stakeholders in the development of curricula to ensure representation and inclusivity.

By systematically identifying and addressing these barriers, educational institutions and societies can work towards creating environments that foster both educational and social inclusion. It requires a concerted effort, ongoing commitment, and collaboration among various stakeholders to build a truly inclusive and equitable educational system.

7.2.5: LET US SUM UP

To sum up, Teacher preparation for inclusive education, guided by India's NCF-2005, is crucial for creating a fair and comprehensive educational system. The framework emphasizes a learner-centric approach, urging educators to understand diverse learning needs, be sensitive to social contexts, and develop competencies for inclusive teaching. The integrated teacher education model is essential for professional development, including counseling skills, an appreciation for art education, and addressing the needs of marginalized and disabled students. Educators are encouraged to foster a compassionate atmosphere, embrace continual learning, and view knowledge as shaped by teaching-learning experiences. Strategies like universal design, anti-discrimination initiatives, fair resource distribution, flexible curriculum designs, and ongoing teacher training help overcome barriers to educational and social inclusion. Policy formulation, community involvement, adaptive technology use, advocacy, collaboration, flexible teaching methods, inclusive extracurricular activities, and systematic evaluation collectively contribute to genuinely inclusive and equitable educational environments.

7.2.6: ASSIGNMENT

1. Discuss the major shifts in teacher education programme in NCF 2005.
2. What should be the features of a teacher education programme for implementing successful inclusion?
3. Mention some effective ways of overcoming barriers for educational and social inclusion.

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Block-8

Case History

Unit-1

Case History and Identification and overcoming barriers of diverse students

CONTENT STRUCTURE

- 8.1.1.: Introduction**
- 8.1.2.: Objectives**
- 8.1.3: Case history taking,**
- 8.1.4: General format of case study**
- 8.1.5: Individualized Education Programme (IEP) Or Individualized Teaching Programme (ITP):**
- 8.1.6: Assessment of children with diverse needs:**
- 8.1.7: Identification and transcendence of Barriers to Social Inclusion**
- 8.1.8: Overcome barriers in inclusive education:**
- 8.1.9: Let us Sum up**
- 8.1.10: Assignment**
- 8.1.11: Suggested Readings**

8.1.1: INTRODUCTION

A case history basically refers to a file containing relevant information pertaining to an individual client or group. Case histories are maintained by a broad range of professional organizations including those in the fields of psychiatry, psychology, healthcare, and social work.

A case study is an in-depth study of one person, group, or event. In a case study, nearly every aspect of the subject's life and history is analyzed to seek patterns and causes of behaviour. Case studies can be used in various fields, including psychology, medicine, education, anthropology, political science, and social work.

The purpose of a case study is to learn as much as possible about an individual or group so that the information can be generalized to many others. Unfortunately, case studies tend to be highly subjective, and it is sometimes difficult to generalize results to a larger population.

While case studies focus on a single individual or group, they follow a format similar to other types of psychology writing. If you are writing a case study, it is important to follow the rules of APA format.

8.1.2: OBJECTIVES

The objectives of this unit can be summarized as below:

- To determine the problem of client in case history method
- Identify some of the characteristics of case history method
- Explain different types of case history method
- Explain how interview skills are acquired and developed;
- Describe the role of interviewee and interviewer in case history method

8.1.3: CASE HISTORY TAKING

Definition of Case Study/History:

- a) **Pauline V. Young (1998):** “A comprehensive study of a social unit be that unit a person, a group, a social instruction, a district, or a community is called a case study/case history”.
- b) **Charles Horton Cooley:** “Case study depends on our perception and gives us clear insight into life”.
- c) **G.R Adams and J.D. Schavaneveldt (1994):** “A case study is confined to one or a few subjects the focus is usually broad in the type and quantities of variables that can be studied and the approach quantities tends to be in depth and comprehensive”.
- d) **Hans Raj (1999):** “The method of exploring and analysing the life of a social unit is that a person, a family or an instruction, or a community, be called case study”.

Benefits and Limitations of Case Study:

A case study can have both strengths and weaknesses. Researchers must consider these pros and cons before deciding if this type of study is appropriate for their needs.

One of the greatest advantages of a case study is that it allows researchers to investigate things that are often difficult to impossible to replicate in a lab. Some other benefits of a case study:

Advantages of case study:

- a) Social unit
- b) Flexibility
- c) Formulation of Hypothesis
- d) Low cost
- e) No need of sampling
- f) Historical explanation
- g) Comparative study
- h) Verifying theory
- i) Study of subjective aspects
- j) Increase in knowledge

On the negative side, a case study:

Disadvantages of case study:

- a) Biasness
- b) Problem in generalization
- c) Too much dependence on memory
- d) Qualitative data
- e) Time consuming
- f) Lack of good researcher

Researchers may choose to perform a case study if they are interested in exploring a unique or recently discovered phenomenon. The insights gained from such research can help the researchers develop additional ideas and study questions that might be explored in future studies.

However, it is important to remember that the insights gained from case studies cannot be used to determine cause and affect relationships between variables. However, case studies may be used to develop hypotheses that can then be addressed in experimental research.

Types of Case Study:

There are a few different types of case studies that psychologists and other researchers might utilize:

- 1) **Collective case studies:** These involve studying a group of individuals. Researchers might study a group of people in a certain setting or look at an entire community. For example, psychologists might explore how access to resources in a community has affected the collective mental well-being of those living there.

- 2) **Descriptive case studies:** These involve starting with a descriptive theory. The subjects are then observed, and the information gathered is compared to the pre-existing theory.
- 3) **Explanatory case studies:** These are often used to do causal investigations. In other words, researchers are interested in looking at factors that may have caused certain things to occur.
- 4) **Exploratory case studies:** These are sometimes used as a prelude to further, more in-depth research. This allows researchers to gather more information before developing their research questions and hypotheses.
- 5) **Instrumental case studies:** These occur when the individual or group allows researchers to understand more than what is initially obvious to observers.
- 6) **Intrinsic case studies:** This type of case study is when the researcher has a personal interest in the case. Jean Piaget's observations of his own children are good examples of how an intrinsic case study can contribute to the development of a psychological theory.

The three main case study types often used are intrinsic, instrumental, and collective. Intrinsic case studies are useful for learning about unique cases. Instrumental case studies help look at an individual to learn more about a broader issue. A collective case study can be useful for looking at several cases simultaneously.

The type of case study that psychology researchers utilize depends on the unique characteristics of the situation as well as the case itself.

How to Write a Case Study:

- a) There are also different methods that can be used to conduct a case study, including prospective and retrospective case study methods.
- b) Prospective case study methods are those in which an individual or group of people is observed in order to determine outcomes. For example, a group of individuals might be watched over an extended period of time to observe the progression of a particular disease.
- c) Retrospective case study methods involve looking at historical information. For example, researchers might start with an outcome, such as a disease, and then work their way backward to look at information about the individual's life to determine risk factors that may have contributed to the onset of the illness.

Where to Find Data

There are a number of different sources and methods that researchers can use to gather information about an individual or group. Six major sources that have been identified by researchers are:

- a) **Archival records:** Census records, survey records, and name lists are examples of archival records.

- b) **Direct observation:** This strategy involves observing the subject, often in a natural setting. While an individual observer is sometimes used, it is more common to utilize a group of observers.
- c) **Documents:** Letters, newspaper articles, administrative records, etc., are the types of documents often used as sources.
- d) **Interviews:** Interviews are one of the most important methods for gathering information in case studies. An interview can involve structured survey questions or more open-ended questions.
- e) **Participant observation:** When the researcher serves as a participant in events and observes the actions and outcomes, it is called participant observation.
- f) **Physical artifacts:** Tools, objects, instruments, and other artifacts are often observed during a direct observation of the subject.

Section 1: A Case History

This section will have the following structure and content:

Background information: The first section of your paper will present your client's background. Include factors such as age, gender, work, health status, family mental health history, family and social relationships, drug and alcohol history, life difficulties, goals, and coping skills and weaknesses.

Description of the presenting problem: In the next section of your case study, you will describe the problem or symptoms that the client presented with.

Describe any physical, emotional, or sensory symptoms reported by the client. Thoughts, feelings, and perceptions related to the symptoms should also be noted. Any screening or diagnostic assessments that are used should also be described in detail and all scores reported.

Your diagnosis: Provide your diagnosis and give the appropriate Diagnostic and Statistical Manual code. Explain how you reached your diagnosis, how the client's symptoms fit the diagnostic criteria for the disorder(s), or any possible difficulties in reaching a diagnosis.

Section 2: Treatment Plan

This portion of the paper will address the chosen treatment for the condition. This might also include the theoretical basis for the chosen treatment or any other evidence that might exist to support why this approach was chosen.

- (i) **Cognitive Behavioural approach:** Explain how a cognitive behavioural therapist would approach treatment. Offer background information on cognitive behavioural therapy and describe the treatment sessions, client response, and outcome of this type of treatment. Make note of any difficulties or successes encountered by your client during treatment.

- (ii) **Humanistic approach:** Describe a humanistic approach that could be used to treat your client, such as client-centered therapy. Provide information on the type of treatment you chose, the client's reaction to the treatment, and the end result of this approach. Explain why the treatment was successful or unsuccessful.
- (iii) **Psychoanalytic approach:** Describe how a psychoanalytic therapist would view the client's problem. Provide some background on the psychoanalytic approach and cite relevant references. Explain how psychoanalytic therapy would be used to treat the client, how the client would respond to therapy, and the effectiveness of this treatment approach.
- (iv) **Pharmacological approach:** If treatment primarily involves the use of medications, explain which medications were used and why. Provide background on the effectiveness of these medications and how monotherapy may compare with an approach that combines medications with therapy or other treatments.

This section of a case study should also include information about the treatment goals, process, and outcomes.

8.1.4: GENERAL FORMAT OF CASE STUDY

1. Personal Identity:

- (i) Name:
- (ii) Address:
- (iii) Postal address:
- (iv) Gender:
- (v) Present Age: —Days——Months——Years
- (vi) Type of Disability/ Impairment:
- (vii) Level of Disability:
- (viii) Birth Order:

2. Family History:

- (i) Father's Name:
- (ii) Father's Age:
- (iii) Father's Occupation:
- (iv) Any previous history of chronic/hereditary disease or disorder:
- (v) Mother's Name:
- (vi) Mother's Age:

(vii) Mother's Occupation:

(viii) Any previous history of chronic/hereditary disease or disorder:

(ix) No. of Children: ——Male, ——Female

3. Prenatal History:

(i) Conception: Normal/Assisted Conception:

(ii) Whether full term or premature birth:

(iii) If premature period of gestation: (Gestation is **the period of time between conception and birth**. During this time, the baby grows and develops inside the mother's womb. Gestational age is the common term used during pregnancy to describe how far along the pregnancy is).

(iv) **Mental Health during pregnancy:**

- Any infectious disease:
- **Blood compatibility (Rh factor):**The Rhesus factor, or Rh factor, is a certain type of protein found on the outside of blood cells. People are either Rh-positive (they have the protein) or Rh-negative (they do not have the protein). This distinction mostly matters when you are Rh-negative and your child is Rh-positive.
- Nature of medication required:
- Any other information relevant to the child's condition:

(v) **Nutrition:**

- Any dietary problem/deficiency/supplement:
- Overall malnutrition/ anaemia:

4. Perinatal History:

a) Type of birth: Normal (Normal or Spontaneous)/Breech birth/ medically induced birth/ Caesarean birth etc.

b) Delay in birth process:

c) Any other critical issues:

d) Birth cry: Normal/Delayed

5. Neonatal History:

(i) Birth weight:

(ii) Length:

(iii) Neonatal infection (if any):

(iv) Feeding:

(v) Neonatal Development: Normal/Delayed

(vi) Any other specific information:

6. Postnatal Developmental History (as observed and reported by parents):

1) Growth (Physical):

(i) Height and Weight: Normal/ Standard/Faster

(ii) Eye co-ordination:

(iii) Response to sound: Reflex and or Voluntary

(iv) Body proportion (if there is any unusual feature):

2) Motor Development:

(i) Hands (Gross movement): Normal/Impaired

(ii) Legs (Gross movement): Normal/Impaired

(iii) Tossing and Turning:

(iv) Eye hand co-ordination:

(v) Eye movement with moving objects:

(vi) Grasping: (A grasp is an act of taking, holding or seizing firmly with the hand. An example of a grasp is the handshake, wherein two people grasp one of each other's like hands.)

(vii) Swallowing (jump):

(viii) Kicking:

3) Speech and Language:

(i) Recognizes mother's voice:

(ii) Babbling sound: (Babbling is a combination of consonant and vowel sounds — single syllable sounds like “pa” or “ba,” as well as more complex, strung-together sounds like “a-ga,” “a-da” or a long “ba-ba-ba-ba-ba.”)

(iii) First meaningful sound:

(iv) First word:

(v) Overall speech development at the age of:

4) Social Development:

(i) Smiles at others:

(ii) Smiles when talked to:

(iii) Recognizes mother's face and responds with pleasure/smile:

(iv) Responds to other children:

(v) Shows preference for children:

7. **Report on Specific Disability:** Report of the parents as how and when they became alert about the fact that there is something unusual.

Signature

8.1.5: INDIVIDUALIZED EDUCATION PROGRAMME (IEP) OR INDIVIDUALIZED TEACHING PROGRAMME (ITP)

The main purpose of IEP, evolved and implemented in the Madras Project (1968, Balavihar), is to provide age appropriate and need based education and training to every child with mental retardation.

IEP is developed by a team of experts and parents to provide persons with mental retardation appropriate intervention.

- (i) The components of IEP are an assessment profile, target behaviour to be achieved every quarter and the evaluation records maintained.
- (ii) This was the precursor to the IEP which emerged in the current format in 1975 and a revised version in 1977.
- (iii) The IEP format, gazetted in the Government of Tamil Nadu Special Educators' curriculum, was put to use.

Rehabilitation Council of India (RCI) recommended tools for IEP and IFSP (Individualised Family Service Plan). The popular and most used programming systems in the country are:

- (i) The Madras Developmental Programming System (Vijay Human Services).
- (ii) Upanayan Early Intervention Developmental Programming System (Madhuran Narayan Centre for Exceptional Children).
- (iii) Functional Checklist (National Institute for the Mentally Handicapped).

These tools are adequate, complete, individualistic and interdisciplinary in their approach.

PREPARATION FOR INCLUSIVE EDUCATION- SCHOOL'S READINESS FOR ADDRESSING LEARNER WITH DIVERSE NEEDS:

- a) A Conceptual Framework of United Nations International Children's Emergency Fund (UNICEF) has explained the concept and factors of school readiness for inclusive education in world wide.
- b) The document points out that historically, participants in the field of early childhood development have been reluctant to define school readiness (**Saluja, Scott-Little and Clifford**).

- c) School readiness is a product of the interaction between the child and the range of environmental and cultural experiences that maximise the development outcomes for children.
- d) The United Nations World Fit for Children (**UNWFFC**) mission statement of 2002 is an excellent example of more current concepts of school readiness, namely, a good start in life, in nurturing and safe environment that enables children to survive and be physically healthy, mentally alert, emotionally secure, socially competent and able to learn.
- e) The **UNWFFC** goals highlight the importance of a caring, safe and stimulating environment for the holistic development of young children.
- f) School readiness is defined by two characteristic features on three dimensions.
- g) The characteristic features are transition and gaining competencies.
- h) The dimensions are children's readiness for school, school's readiness for children and families, and communities' readiness for school.

Dimensions of school readiness:

- a) **Ready Children:** Ready children focusing on children's learning and development;
- b) **Ready Schools:** Ready schools focusing on the school environment along with practices that foster and support a smooth transition for children into primary school and advance and promote the learning of all children.
- c) **Ready Families:** Ready families focusing on parental and caregiver attitudes and involvement in their children's early learning and development and transition to school.

School's Readiness for Children or Ready Schools: Schools' readiness for children is defined in terms of the aspects of the school environment that support a smooth transition for children and their families into primary school and advance learning for all children (**Pinata and Kraft-Sayre, 2003**).

- a) Education experiences prior to primary school are varied and disparate across the globe and The United Nations Educational, Scientific and Cultural Organisation (**UNESCO 2007**). But they do have one characteristic in common which is early childhood care and education programmes differ greatly compared to the education philosophy, teaching style and structure of primary school.
- b) Creating continuity and maintaining learning expectations for children between early learning and primary school environments is a defining characteristic of ready schools (**Lombardi, 1992**).
- c) The greater the gap between the early childhood care and education system and the primary school system, the greater the challenge for young children to transition from an early learning to a primary school environment.

- d)** Overall, it is the quality of the school environment that has been linked with higher rates of students' retention and lower drop-out rates from school, especially for girls (**Lloyd, Mensch, Clark, 2000**).
- e)** Quality is defined by several characteristics linked with ready schools, including
- Sufficient time devoted to learning in the classroom,
 - Adequate supply of learning materials such as books and teaching aids,
 - Effective teaching,
 - Effective pedagogic practices and
 - Teachers' competence.
- f)** Research studies have demonstrated that the most positive perceptions of classroom structure and overall school environment by children in Grade I have been linked with greater academic engagement, a mediator of preventing dropout (**Valeski and Stipek, 2001**). In the least developed countries where a majority of the world's children reside, it is estimated that only 65% of students who enrol in Grade I reach Grade 5 (**UNESCO, 2006**)
- g)** In part, this consequence has been linked to-
- Poor-quality primary school environments
 - Poor trained teachers
 - Poor facilities and
 - The oldest classrooms have been linked with drop-out rates in grade I and II
- h)** Improving the quality of ready schools is an important aspect in maintaining school enrolment.
- i)** Research from several countries has demonstrated the importance of the medium of instruction in determining a child's education attainment; most societies are multilingual and the education system uses the official government language as the medium of instruction (**UNESCO, 2003 and 2005**)
- j)** Ready school share several characteristics with UNICEF's Child-Friendly Schools (CFS and UNICEP, 2009). Common to both is the mission of providing all children with a high-quality learning environment that offers appropriate levels of instruction and is safe, secure and inclusive.
- k)** Finally, child-friendly schools and child-centred schools focus on characteristics that are most beneficial for children's holistic development and comprehensive learning.
- l)** CFS environments are:
- (i)** Child-centred in teaching and learning

- (ii) Healthy (incorporating nutrition, deforming and vaccination programmes);
- (iii) Hygienic (providing clean water and environments and sanitation);
- (iv) Safe (regulating school construction and playgrounds)
- (v) Protective (banning punishment, abuse or violence);
- (vi) Gender sensitiveness;
- (vii) Child-friendly schools are inclusive, stemming from the principle that all children have the right to education, thereby ensuring school practices are fair, transparent and non-discriminatory in order to reach the most marginalized children

Significant factors related to school’s readiness for inclusion:

- a) Leadership Building:
- b) School Climate:
- c) Curriculum Instruction and Assessment:
- d) Individual Student support:
- e) Teacher’s Positive Attitude:
- f) Knowledge and Skills

Others Supporting Issues:

- ❖ Children with Enrolment, Retention and Free Education of all children with Disability in General Education System
- ❖ Providing Quality education through appropriate curricular, Organisational arrangements, Teaching Strategies and Partnership with communities with a view to develop learning abilities
- ❖ Support higher and Vocational Education through proper implementation for existing reservation Quota in all educational Institutions and creation of barrier free learning environments
- ❖ Disability focused research and interventions in Universities and Educational Institutions
- ❖ Recommendations of the National Focus Group on Education of special needs.

8.1.6: ASSESSMENT OF CHILDREN WITH DIVERSE NEEDS

Assessment for individuals with mental retardation and associated conditions need a multidimensional approach in terms of methodology, sensitivity and capacity building of testers with inputs from an interdisciplinary team of experts. This is necessary for a society which is

culturally diverse. Assessment of adaptive behaviour, which distinguishes a person with mental retardation from others, has become an important component. Heber (1961) has described adaptive behaviour as, “the effectiveness with which the individual copes with the nature and social demands of his environment”. Prior to the development of adaptive behaviour scales and intelligence tests, “social incompetence” was the main characteristic which was used to determine whether a person was mentally retarded or not (Nihira, 1969). Assessment for an appropriate Individualised Programme Planning, accurate and comprehensive information of the individual is essential. For this purpose a standardised assessment tool is necessary. Systematic observation and analysis of an individual’s skills and deficits identifies the individual’s present development level and provides information about his strengths, abilities and development needs. This forms the basis for educational programming.

Overall Purpose of Assessment: The assessment tool should possess the following features:

- (i) Be developmental, indicative of both the strengths and the needs of the assessed individuals.
- (ii) Be easy and simple to administer and to record even by a non-professional.
- (iii) Versatile enough to be administered individually and also in groups.
- (iv) Economical-time-wise and cost-wise using materials available in homes or in classrooms.
- (v) Yields results.
- (vi) A profile of the individual that can be easily used for programme planning, interpreted to parents.
- (vii) Useful for ongoing assessments.
- (viii) A communication tool for future use in placement and
- (ix) This is comprehensive about the individual’s development and needs.

All these are essential for the development of *IEP or Individualised Education Programmes* for maximum benefit of the children with special needs.

Specific Purpose of Assessment:

- (i) Initial identification or screening
- (ii) Determination of current performance levels, educational needs evaluation of teaching programmes and strategies (pre-referral intervention).
- (iii) For decision-making, regarding classification and programme placement.
- (iv) Development of Individual Education Programme including goals, objectives and evaluation procedures.

8.1.7: IDENTIFICATION AND TRANSCENDENCE OF BARRIERS TO SOCIAL INCLUSION

- (i) Infrastructural Barriers/Physical barrier;
- (ii) Barriers in Equipments;
- (iii) Barriers in Teachers' Training
- (iv) Barriers or Scarcity of Schools;
- (v) Financial barrier
- (vi) Psychological barrier;
- (vii) Social barrier
- (viii) Curriculum barrier
- (ix) Barrier in teacher
- (x) Language and Communication barrier
- (xi) Policies as barriers
- (xii) Barrier in organisation and education system

The best ways to overcome barriers to inclusive education:

- a) Identify and address the barriers.
- b) Foster a positive school culture.
- c) Adapt the teaching and learning process.
- d) Collaborate with others.
- e) Monitor and evaluate the progress.
- f) Seek continuous improvement.
- g) Here's what else to consider.

Barriers of inclusive education: Inclusive education is important as it provides value to each and every child. It accepts all children regardless of their differences in interests, skills, intellectual level, beliefs, values, cultural background, etc.

- It ensures that each child gets equal opportunities to develop.
- It ensures that disabled learners get equal and quality education in the regular classroom with non- disabled peers.

However there are many **challenges and barriers to inclusive education**. Some of these barriers are:

- 1) **Lack of facilities:** It is one of the major barriers to inclusive education. There are no proper facilities are available in schools that fulfil the basic needs of students. It has been

seen that disabled children have to face many difficulties in schools due to the inability to access basic services such as transportation facility, medical assistance, special equipments, etc.

- 2) **Lack of awareness:** According to Union Nation report, 75% of CWSN in India do not attend any school in their lifetime. It indicates that most of people are not aware of inclusive education. Moreover, they are not aware of the schemes and policies launched by the state and central government for disabled children.
- 3) **Prejudice and discrimination:** There is still a lot of prejudice and discrimination against children with disabilities. They often experience discrimination in everyday life which extends to the educational setting. Even teachers can be seen to be discriminating towards disabled learners. As a result, it makes very difficult for inclusive education to succeed.
- 4) **Negative attitude of society:** The conservative mentality of society is also one of the barriers to inclusive education. There is a common belief in society that
 - a) Educating disabled children is useless.
 - b) They can't contribute much to the society and nation.
 - c) Disabled children should not allow being integrated into mainstream schools.
- 5) **Untrained teachers:** Teachers are not trained properly. They have no idea what kinds of methods and instructional strategies they should employ while teaching students who have disabilities. They don't know how to handle disabled students. They are not able to assist these students.
- 6) **No Financial support:** Inclusive education programs require additional resources such as modern technology, special teachers special equipments, etc. Therefore, they are costly to run. But many schools in India are struggling to afford funds for inclusive education programs.
- 7) **Non availability of resource room:** A resource room is a separate classroom in the school building which is designed to provide remedial instruction to disabled learners. But most of the schools lack resource rooms and resource teachers. As a result of this, needs of disabled children are not met and they are forced to drop out of school.
- 8) **No flexibility in Curriculum:** Inflexible curriculum is also a hurdle in the success of inclusive education. Inflexible curriculum does not cater to the needs and interests of children with special needs. It does not allow disabled students to find their potential and strengths.
- 9) **Accessibility:** While it's all well and good talking about what goes on inside a classroom to promote inclusivity, if a disabled child cannot get into that classroom, they are automatically excluded from the education they might receive. The issue of accessibility,

however, isn't just classroom based. It stems right down to public transport facilities, school locations, and parental support. This means major systemic change is required to ensure all students can access the education they deserve, with online learning being delivered where necessary.

- 10) **Funding and policies:** As previously mentioned, funding for inclusive education has been consistently cut since 2015, indicating that policy makers do not fully believe in the need for all pupils to access a quality education. This can impact on the ability of schools to train teachers, bring in specialist staff, and provide other support.
- 11) **Language barriers:** This point refers not just to young people in schools, some of whom will not speak English as a 1st language, but to their parents. The needs of parents who speak minority languages are often overlooked, but considering parental engagement is considered a greater predictor of student outcomes than schooling itself, schools should be making it a priority to engage every parent across the board.

8.1.8: OVERCOME BARRIERS IN INCLUSIVE EDUCATION

Following are some practices which can help to overcome barriers in inclusive education:

- 1) **Financial support:** Financial support should be provided to schools so that they can effectively run inclusive education programs.
- 2) **Provide basic facilities:** To overcome the barrier to the success of inclusive education, the basic needs of the disabled learners must be fulfilled. If they get the required support and healthy environment, success of inclusive education is inevitable.
- 3) **Appropriate Curriculum:** Curriculum should be flexible so that students can choose subjects according to their interests. It should be designed keeping in mind the individual differences so that each child gets ample opportunities to explore his talent and creativity.
- 4) **Trained teachers:** Trained teachers should be hired by the institutions to deal with the disabled learners. They should work collaboratively with other teachers to solve the problems of disabled students.
- 5) **Awareness programmes:** Awareness programmes should be run by governments, NGOs and other higher institutions to assist parents in realizing the importance of inclusive education.

8.1.9: LET US SUM UP

A case study is an in-depth study of one person, group, or event. In a case study, nearly every aspect of the subject's life and history is analyzed to seek patterns and causes of behaviour. Case

studies can be used in various fields, including psychology, medicine, education, anthropology, political science, and social work.

The purpose of a case study is to learn as much as possible about an individual or group so that the information can be generalized to many others. Unfortunately, case studies tend to be highly subjective, and it is sometimes difficult to generalize results to a larger population.

Assessment for individuals with mental retardation and associated conditions need a multidimensional approach in terms of methodology, sensitivity and capacity building of testers with inputs from an interdisciplinary team of experts. This is necessary for a society which is culturally diverse. Assessment of adaptive behaviour, which distinguishes a person with mental retardation from others, has become an important component. Heber (1961) has described adaptive behaviour as, “the effectiveness with which the individual copes with the nature and social demands of his environment”.

8.1.10: ASSIGNMENT

1. What are the important characteristics of case history?
2. What are the various types of case history? Give suitable examples and explain.
3. What is case history interview? How does this differ from intake interview?
4. Identify the barriers for educational and social inclusion How can you overcome them?

8.1.11: SUGGESTED READINGS

1. Bryman, A. (2008). *Social Research Methods*, New York: Oxford University Press.
2. Anastasi, A. & Urbina, S. (2003). *Psychological Testing (7th edi)*. Delhi: Pearson Education.

Block-8

Case History

Unit-2

Assessment of Children with Diverse Needs

CONTENT STRUCTURE

- 8.2.1: Introduction**
- 8.2.2: Objectives**
- 8.2.3: Tools/devices available in India of case history**
- 8.2.4: Madras Developmental Programming System (MDPS), 1975**
- 8.2.5: Behavioural Assessment Scale for Indian Children with Mental Retardation (BASIC-MR)—Peshwaria and Venkatesan, 1992, (NIMH)**
- 8.2.6: Functional Assessment Checklist for Programming(FACP)-NIMH (Narayan, Myredi, Rao and Rajgopal, 1994)**
- 8.2.7: Vineland Social Maturity Scale (VSMS)**
- 8.2.8: The Denver Developmental Screening Test (DDST)**
- 8.2.9: DENVER II**
- 8.2.10: Upanayan Developmental programming System (UDPS) for Children with Mental Retardation (Madhuram Narayan Centre for Exceptional, Madras), 1987**
- 8.2.11: Let us Sum up**
- 8.2.12: Assignment**
- 8.2.13: Suggested Readings**

8.2.1.: INTRODUCTION

Diverse student learners include students from racially, ethnically, culturally, and linguistically diverse families and communities of lower socioeconomic status. If educators act on the knowledge research offers, we can realize the educational excellence we desire for all children.

Diversity encompasses many characteristics including ethnicity, socio-economic background, home language, gender, special needs, disability, and giftedness. A diverse learner is one of two

things: 1) A learner that is racially, ethnically, culturally, economically and or linguistically diverse. 2) A learner who learns differently from the majority. This label is a catchall assigned to many different types of students because of their culture or race, religion, academic ability, native language, or socioeconomic status, among other considerations.

Identifying the mentally retarded and providing care and measures to address their disabilities is not a new concept in India. Over the centuries, this arrangement has been going on as a community participatory culture.

Addressing the needs and rights of mentally retarded persons in education and employment is a recent phenomenon in India. It was recognized after the Persons with Disabilities (PWD) Act, 1995. According to the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, mental retardation is a condition of arrested or incomplete development of mind of a person which is characterized by lower than normal intelligence. is specially characterized by sub-normality of intelligence).

The definition given by the American Association on Mental Retardation (AAMR) in 1992 is much more reasonable and is considered integrated.

“Mental retardation refers to substantial limitation in present functioning. It is characterized by significantly subaverage intellectual functioning, existing concurrently with related limitations in two more of the following applicable adaptive skill areas: communication self-care, home living, social skills, community use, self-direction health and safety functional academics, leisure and work. Mental retardation manifests before age 18.”

8.2.2: OBJECTIVES

The objectives of this unit can be summarized as below:

- The abilities and needs of those to be assessed will be developmental and indicative.
- Application and information recording will be easy so that any amateur individuals can apply and manage it individually or in groups.
- Will be cost effective in terms of time and money.
- This can be done with materials that can be used at home and in the classroom.
- Be productive, create personal profiles that will be useful in program planning, explaining to parents and sequence assessment.

8.2.3: TOOLS/DEVICES AVAILABLE IN INDIA OF CASE HISTORY

Various tools are used to assess intelligence, personality, education, social skills, special abilities, aptitudes of mentally retarded persons.

Initial determination/assessment includes case history taking, physical examination of the child, and assessment of pre-school status, school learning and post-school learning. Assessment is useful in selecting, deploying, and designing intervention programs.

8.2.4: MADRAS DEVELOPMENTAL PROGRAMMING SYSTEM (MDPS), 1975

The scale consists of 360 observable and measurable items. It is grouped under 18 functional domain/dimensions, such as:

- (i) Gross motor
- (ii) Fine motor
- (iii) Eating
- (iv) Dressing
- (v) Grooming
- (vi) Toileting
- (vii) Receptive and expressive language
- (viii) Social interaction
- (ix) Reading
- (x) Writing
- (xi) Numbers
- (xii) Time
- (xiii) Money
- (xiv) Domestic behaviour
- (xv) Community orientation
- (xvi) Recreation
- (xvii) Leisure time activities and
- (xviii) Vocational activities

Manual of the Scale:

- The scale consists of 360 observable and measurable items.
- It is grouped under 18 functional domain/dimensions
- Each domain/dimension lists twenty items in the developmental order, along the dependence-independence continuum.

- The MDPS also provides and Adaptive Behaviour Assessment of each child with mental retardation.
- The MDPS system helps to record challenging behaviours (problem behaviour) which can be taken care of through the IEP.

8.2.5: BEHAVIOURAL ASSESSMENT SCALE FOR INDIAN CHILDREN WITH MENTAL RETARDATION (BASIC-MR)—PESHWARIA AND VENKATESAN, 1992, (NIMH)

- (i) It is designed to elicit systematic information on the current level of behaviour in school going children with mental retardation, in age group 3 to 16 (or 18) years.
- (ii) The teacher may find the scale useful even for older individuals with severe retardation.
- (iii) It is also relevant for behavioural assessment.
- (iv) The scale, field tested on a select sample and can also be used as curriculum guide for programme planning and training based on the individual needs.

BASIC-MR scale has been developed in two parts:

- 1. BASIC-MR, Part-A and**
- 2. BASIC MR, Part-B**

BASIC-MR, Part-A consists of 280 items grouped under seven dimensions/domains:

- (i) Motor
- (ii) Activities of daily living (ADL)
- (iii) Language
- (iv) Reading-writing
- (v) Number-time
- (vi) Domestic-social and
- (vii) Prevocational-money

BASIC-MR, Part-B consists of 75 items that are grouped under 10 domains/dimensions, viz.:

- (i) Violent and destructive behaviours
- (ii) Temper tantrums
- (iii) Misbehaviour with others
- (iv) Self-injuries behaviour
- (v) Repetitive behaviour
- (vi) Odd behaviour

- (vii) Hyperactive behaviour
- (viii) Rebellious behaviour
- (ix) Anti-social behaviour and
- (x) Fears.

Manual of the Scale:

- This scale helps to assess the current level of problem behaviour in the child, along a descriptive scale, namely, independent, cueing, verbal prompting, physical prompting, totally dependent and not applicable, each scale awarded a score of 5 to 0 in that order.
- Test administration of any item within any dimension can be stopped after five consecutive failures by the child, the rest of the items should be scores '0'.
- In such cases, maximum scores possible for the child in each dimension is 200.
- The child is rated on each item of Part-B along a descriptive scale, namely, 0 for 'Never', 1 for 'Occasionally' and 2 for 'Frequently' based on three level of severity and frequency.

8.2.6: FUNCTIONAL ASSESSMENT CHECKLIST FOR PROGRAMMING (FACP)-NIMH (NARAYAN, MYREDI, RAO AND RAJGOPAL, 1994)

Each of the seven checklists is addressed to different levels of the child's functioning, namely:

- (i) Pre-primary
- (ii) Primary-I
- (iii) Primary-II
- (iv) Secondary
- (v) Prevocational-I
- (vi) Pre-vocational-II and
- (vii) Care group

Manual of the Scale:

- a) At each level, selected carefully and written objectively, expecting care group, the checklists cover a broad domain of skills, such as, personal, social, academic, occupational and recreational.
- b) When a child achieves 80% success at a given level, promotion to the next higher level considered.
- c) Each item in the checklist is rated along a descriptive scale namely, yes (+) means the child performs the item with no help, occasionally cueing (OC), verbal prompting (VP), physical

prompting (PP), and no (-) meaning one has to completely support the child in the performance on the task.

- d) Teaching goals and objectives set quarterly (once in three months) and the progress evaluated at the end of each quarter, the checklist provides for periodic evaluation.
- e) This checklist has a high correlation with the Madras Developmental Programming System.
- f) The Portage Guide to Early Education Designed in 1975 is a home based intervention programme for the pre-school children aged 0-6 years with developmental disabilities and it provides a flexible model for early intervention by involving parents and families in the education of their child.
- g) Dissemination in India—The Jamaica Adaptation Portage Guide disseminated in 1986 at NIMH, Secunderabad (M.Thorburn), was found culturally loaded.
- h) Hence, a programming system, suited to the Indian cultural milieu, was developed by an interdisciplinary team of expert.

8.2.7: VINELAND SOCIAL MATURITY SCALE (VSMS)

- (i) The Vineland Social Maturity Scale is a non-projective personality measurement scale designed to help in the assessment of social competence.
- (ii) It was developed by the American psychologist Edgar Arnold Doll.
- (iii) This evaluation scale measures four domains of adaptability, including communication, daily living, socialization and motor skills, through semi-structured interviews administered to the primary caregiver.
- (iv) This scale is one of the most common measures of adaptive behaviour and widely used to assess individuals with mental retardation or individuals who have difficulty performing in testing situations.
- (v) The Vineland is used to identify not only individuals with mental retardation.
- (vi) It is a quality psychometric questionnaire and a good measure of adaptive behaviour.

The test consists of 8 sub-scales measuring:

- (i) Communication skills
- (ii) General self-help ability
- (iii) Locomotion skills

- (iv) Occupation skills
- (v) Self-direction
- (vi) Self-help eating
- (vii) Self-help dressing
- (viii) Socialization skills

Vineland Social Maturity Scale formula are as follows

$$\text{Social Quotient (SQ)} = \frac{\text{Social Age (SA)}}{\text{Chronological Age (CA)}}$$

8.2.8: THE DENVER DEVELOPMENTAL SCREENING TEST (DDST)

- (i) Development tests are tools that are used to help measure a child's developmental progress from infancy through adolescence.
- (ii) Every child develops at an individual pace.
- (iii) However, development tests may help to discriminate between normal variations in development among children and early signs of a developmental problem.
- (iv) Development tests have different purposes depending on the age of the child and may be administered under a variety of circumstances.
- (v) They are designed according to the expected skills of children at a specific age.
- (vi) The tests range from the passive evaluation of an infant to the complex testing of adolescents.
- (vii) Many scales are used to evaluate and measure gross motor skills as Peabody Developmental Screening Test, Denver Developmental Screening Test, Millani Comparative Scale etc.
- (viii) DDST is a widely used assessment for examining the developmental progress of children from birth until the age of six revised in 1969.
- (ix) It was originally designed at the University of Colorado Medical Centre, Denver, USA.
- (x) Commonly known as the Denver Scale, is test for screening cognitive and behavioural problems in preschool children.
- (xi) It was developed by William K. Frankenburg and first introduced by him and J.B Dobbs in 1967.
- (xii) The scale reflects what percentage of a certain age group is able to perform a certain task.
- (xiii) This test to be administered by a paediatrician or other health or school service professional, a subject's performance against the regular age distribution is noted.

(xiv) This test provides screening to confirm suspected problems for children at risk of developmental problems.

Performance-based and parent report items are used to screen children's development in four areas of functioning:

- (i) Fine motor-adaptive
- (ii) Gross motor
- (iii) Personal-social and
- (iv) Language skills

The child's exact age is calculated and marked on the score sheet. The test consists of up to 125 items, divided into four parts:

- (a) **Social/personal:** This includes the aspects of socialization inside and outside the home.
- (b) **Fine motor function:** This includes the eye/hand co-ordination and manipulation of small objects.
- (c) **Language:** This includes production of sounds, ability to recognize, understand and use of language.
- (d) **Gross motor functions:** This includes motor control, sitting, walking, jumping and other movements.

Manual of the Scale:

- The 125 items are recorded through direct observations of the child plus for some points, the mother reports whether the child is capable of performing a given task.
- The data are presented as age norms, similar to a growth curve.
- Draw a vertical line at the child's chronological age on the charts; if the infant was premature, subtract the months premature from chronological age.
- The more items a child fails to perform (passed by 90% of his/her peers), the more likely the child manifests a significant developmental deviation that warrants further evaluation.

8.2.9: DENVER II

Denver II (1992) is a revised modern version of DDST (1967). Both programs are designed to be used by physicians, teachers, and people who care for very young children. It is applicable to determine the development of infants and pre-school aged children. This approach helps doctors and caregivers identify children and go deeper into understanding specific problems that need treatment. Aspiration is used to monitor 4 types of work-

- Personal and Social (Smiling)
- Fine motor and adaptive skills – such as grasping, drawing.
- General circulation work (Walking)
- Language-like phrases.

It is applied to children from birth to 6 years of age. After the Abhishka was published, it became very popular and circulated.

Denver II (1992) was standardized by applying it to 2096 children. In each case, the child's performance in this experiment was looked at in terms of the child's height, weight, etc. It claims distinction from other selective aspirations in five particular respects.

1. It has been carefully modeled based on the US 1980 Census population.
2. It helps the viewer to make a comparative discussion of development in each area of children from birth to 6 years. This is because 25%, 50%, 75% and 90% of children's editing work is published at certain ages with the help of drawings.
3. Overall performance norm (Performance norm) of a group if there are significant differences in editing skills, there are gender differences, according to race how this distinction is drawn is also seen.
4. Research relies on observer observations rather than parent-reported data.
5. This aspiration is very helpful in understanding the child's developmental progress at a glance.

Aspiration is widely used in child health clinics, private practice, nursery schools, day-care centers as it is easy to apply and interpret. DDST and Denver II have been translated into various foreign languages. It has been recognized as national norm in 12 countries based on standardization on 1000 children.

8.2.10: UPANAYAN DEVELOPMENTAL PROGRAMMING SYSTEM (UDPS) FOR CHILDREN WITH MENTAL RETARDATION (MADHURAM NARAYAN CENTRE FOR EXCEPTIONAL, MADRAS), 1987

- (i) The RCI (Rehabilitation Council of India) describes Upanayan as a comprehensive test covering the management of children with mental retardation in the age group of 0-5 years and 2-6 years to meet a 'felt need' for systematic training.
- (ii) Appropriate to Indian conditions and suited to the cultural milieu, the printed programme comes equipped with a user manual and set of activity cards.

Upanayan Early Intervention Developmental Programming System: This System consists of background information form (Case history), the Upanayan checklist, profiles, and evaluation formats—Graphical and Numerical, an assessment kit, activity cards, training materials and user manual. The checklist covering the five areas of development from birth to 2 years is arranged in the normal developmental sequence, comprising a total of 250 skills, 50 from each domain, such as:

- (i) **Motor**
- (ii) Self-help
- (iii) Language
- (iv) Cognition and
- (v) Socialization.

The activity cards are coloured differently for easy identification. The manual gives instructions on the use of the checklist and the activity cards and a list of materials to be used during assessment.

In the **Upanayan** programme, age 2 to 6 years, the checklist includes 50 skills in each of the selected 12 domains, a total of 600 skills. The domains are:

- (i) Communication
- (ii) Self-care
- (iii) Meal time activities
- (iv) Personal daily activities
- (v) Social activities
- (vi) Community use
- (vii) Self-direction
- (viii) Health and safety
- (ix) Functional academics-writing, reading/arithmetic
- (x) Functional academics numbers
- (xi) Leisure time and
- (xii) Work

The manual includes instructions for use. The checklist and the activity cards containing suggested activities have been field tested extensively with parents, special educators and other professional in different parts of the country.

8.2.11: LET US SUM UP

Various tools are used to assess intelligence, personality, education, social skills, special abilities, aptitudes of mentally retarded persons. Initial determination/assessment includes case history taking, physical examination of the child, and assessment of pre-school status, school learning and post-school learning. Assessment is useful in selecting, deploying, and designing intervention programs. The scale, field tested on a select sample and can also be used as curriculum guide for programme planning and training based on the individual needs. At each level, selected carefully and written objectively, expecting care group, the checklists cover a broad domain of skills, such as, personal, social, academic, occupational and recreational. Denver II (1992) is a revised modern version of DDST (1967). Both programs are designed to be used by physicians, teachers, and people who care for very young children. Upanayan checklist, profiles, and evaluation formats—Graphical and Numerical, an assessment kit, activity cards, training materials and user manual. The checklist covering the five areas of development from birth to 2 years is arranged in the normal developmental sequence, comprising a total of 250 skills.

8.2.12: ASSIGNMENT

1. Describe MDPS.
2. Discuss about BASIC-MR.
3. Discuss what you know about Vineland Social Maturity Scale.

8.2.13: SUGGESTED READINGS

1. Julka, A. (2006). Educational Provisions and practices for learners with Disabilities, International Journal of Disability Studies Vol.2 No.1 Jan.-June 2006 pp-97-115.
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4. Morton, J. (2001) How to succeed in your master's and doctoral studies: a South African guide and resource book Pretoria: Van Schaik.
5. Nanda, S.P., & Nanda, B.P., (2008). Efficacy of Mainstream Teachers Sensitization Training on Inclusive Education under SSA. In B.P. Nanda (Ed) School without Walls in 21st century. Mittal Publications, New Delhi.

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