

CHAPTER

I

CONCEPTUAL

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1.1 Introduction

National Education Policy (2020) emphasizes that education is fundamental and needful for achieving the overall development of an individual in different areas, i.e., economically, socially, psychologically, which helps to create an equitable and just society and promote national development. India is committed to provide universal access to quality education to all children, which is the key to India's continued ascent and leadership on the global stage in terms of economic growth, social justice, equality, scientific advancement, national integration and cultural preservation. To provide quality education to all children, the Government of India passed a landmark Act, Right to Education (2009), which guarantees free and compulsory elementary education for children aged 6 to 14 years in an appropriate environment. Even the international community adopted education as a human right. The same is reflected in the Sustainable Development Goal (SDG4), Universal Declaration of Human Rights (1948) and it is one of the missions of UNESCO. By the influence of National and International bodies' commitment towards Education, Government has taken the responsibility to provide quality education for all children irrespective of ability and disability. Children with disabilities are the most neglected section among the disadvantaged groups in society. As education is the powerful means to uplift an individual's social and economic status, there is an urgency to provide quality education for all children with disabilities. As NPE (2020) rightly pointed out, high-quality universal education is the best way forward for developing and maximizing our country's talents and resources for the good of the individual, society, government and world. It is crucial to know the concept, meaning, legislations of disability and road map of educational transition from special education to inclusive education, to understand the present status of elementary education of children with disabilities in Karnataka and India.

1.2 Concept of Disabilities in Indian Scenario

For several decades in India, People looked down on the person with disabilities as unworthy for consideration and regarded them as sub-human. Indeed, most people believed that disabilities were just the result of past misdeeds as per the law of karma.

Persons with disabilities were segregated, discriminated and stigmatized in all possible manners and this has become a common practice to manage them. This behavior from the person without disabilities towards those with disabilities led them to the complete marginalization and disempowerment of a whole population group. Moreover, it had a severe impact on the person with disabilities with the internalization of such negative stereotypes in the long run. This acceptance made them inactive towards society, caused them to develop the nature of dependency, forced them to remain isolated from everybody. Gradually, they became psychologically weak and their self-esteem kept on decreasing and thereby no active participation in society. People looked at the person with disabilities with pity, showing sympathy but not considering them as equal fellow citizens (Addlakha, R. 2007 cited in Tarshi 2018).

Women with disabilities suffer a lot among the person with disabilities. A consultative meeting on gender and disability conducted by The M. S. University (Khanna, R. 2004) concluded that Girls and women were more likely to be excluded from education than boys with disabilities. Gender bias was seen explicitly, as girls were less likely to be taken for health care and treatment for their impairment than boys, mainly when money was in short supply; their opportunities for family life were severely compromised due to societal prejudices against the marriage of young women with disabilities, which led them to remain unmarried or their family had to pay large dowries to 'offset' the disadvantage of their disability; with limited education, employment opportunities were restricted and even if they were educated, discrimination made it more difficult for young women to obtain and hold on to jobs. With time, the perspective of general population looking at persons with disabilities kept on changing. Categorically two major views emerged; one started looking at disability from the perspective of an individual and another on society. There are four major models of disabilities, which have been derived from these two perspectives.

1.3 Models of Disabilities

According to NCERT (2006), the two dominant paradigms on disability are individual perspective and social perspective. Within these perspectives, the four major distinguishable formulations of disability emerged, i.e., the charity model, the bio-centric model, the functional model and the human rights model.

Figure_1.1: Figure depicting different models of disabilities



1.3.1 The Charity Model

The main feature of the charity model is showing sheltered care to persons with disabilities irrespective of their age group, which results in extreme isolation and marginalization. However, still in the present society, the traces of this model can be seen. As per the findings of a research project undertaken by the National Human Rights Commission of India between 1997-99 found that a large number of mental health institutions today are still being managed and administered on the custodial model of care – the persons with disabilities were accommodated in prison-like structures with high walls, watchtowers, fenced wards and locked cells.

1.3.2 The Bio-Centric Model

According to this bio-centric model, disability was viewed as a medical or genetic condition by a large population. They considered that medicines and miracles are the only options for a person with disabilities to get cured. This model plays a prominent role in determining programmes and eligibility criteria for a person with disabilities regarding entitlement & benefits, even though biology is no longer the only criteria through which disability is viewed in law and policy. It encourages access to rights and full social responsibility participation. This model asserts persons with disabilities as mentally retarded (MR) and keeps them out of the mainstream school system.

1.3.3 The Functional Model

In the functional model, a person with disabilities gets privileges and benefits based on his incapacity and the extent to which a person is perceived as being independent to exercise their rights. According to this model, the rights of children with disabilities

to education depend on how far the child can access the school and participate in the classroom, but it does not rely on the school system. The child is expected to adjust to the education system.

1.3.4 The Human Rights Model

The human rights model believes that every individual is born with certain undeniable rights and considers disability an essential facet of human culture. This model highlights some crucial features of human rights that are very relevant to this model and they are as follows:

1.3.4.1 Diversity

Every individual is different from the other. Appreciating the uniqueness of each other is the beauty of diversity. The belief of respect for difference and acceptance of people with disabilities is a part of human diversity. Humanity is essential for the existence and survival of humankind and disability is a universal feature of the human condition.

1.3.4.2 Breaking down Barriers

Educating children with disabilities is the utmost need of the hour. The human rights model scrutinizes the accessibility of schools not only in terms of physical access, i.e., ramps, etc. but also in pedagogical techniques and strategies.

1.3.4.3 Equality and Non-Discrimination

International human rights law strongly points out that the two complementary principles of Equality are founded upon non-discrimination and reasonable differentiation. The principle of differentiation is more important to persons with disabilities because of which they require dedicated services and support to be placed, based on Equality with others.

1.3.4.4 Reasonable Accommodation

Every person with a disability should fully enjoy the fundamental rights and freedoms and should get access without bias to all structures, processes, public services, goods, information and other systems. It is the responsibility of the government to take necessary and suitable measures in this regard.

1.3.4.5 Accessibility

According to the UNESCAP, Accessibility can be defined as the measure or condition of things and services that can be readily reached or used at the physical, visual, auditory and cognitive levels by people, including those with disabilities. Getting access to things is a fundamental right of every individual.

1.3.4.6 Equal Participation and Inclusion

The human rights model regards complete autonomy and total freedom of choice for persons with disabilities and ensures that the priorities are the norms for support programmes. It necessitates that people with disabilities and other individuals and institutions which is fundamental to society are empowered to acquire free interaction and participation, this is vital to an inclusive community.

1.3.4.7 Private and Public Freedoms

The human rights approach emphasizes that the government play an active role in increasing the level of access for persons with disabilities to public freedoms in the one hand and the other hand, it necessitates that third-party players do not hinder the enjoyment of rights by persons with disabilities in the private sphere. It demands the educational institutions and industry, both in the public and private sectors, to make equitable treatment of persons with disabilities.

Since there are many approaches, various models and different views on disabilities, it was necessary for the Government of India to clearly define the disabilities for providing the entitlement & benefits to the persons with disabilities. The definition of various types of disabilities was described in the Persons with Disabilities Act 1995. After adding a few more disabilities to the list, the updated definition for different types of disabilities is mentioned in the Rights of Persons with Disabilities Act, 2016. The government provides all the entitlements and benefits for persons with disabilities based on the criteria laid down in this Act.

1.4 Definition of Disability

According to the Rights of Person with Disabilities Act, 2016, The Act categorizes all types of disabilities into five groups: Physical disability, Intellectual disability, Mental Disorder, Disability caused by chronic neurological condition & Blood disorder and Multiple disabilities.

1.4.1 Physical disability

Physical disability has been categorized into three groups namely locomotor disability, visual impairment and hearing impairment.

1.4.1.1 Locomotor disability

It is a condition of disability where a person cannot fully carry out specific activities related to the movement of self and objects resulting from the affliction of the musculoskeletal and nervous system or both. The subdivisions under locomotor disabilities are as follows:

- ❑ 'Leprosy cured person' specified in the act is defined as a person who has been cured of leprosy but still suffering from the following conditions:
 1. Loss of complete sensation in hands or feet and loss of sensation & paresis in the eye and eyelid but with no apparent deformity.
 2. Though they have manifest deformity and paresis, still have sufficient movement in their hands and feet to support them in regular economic and productive activity in day-to-day daily life.
 3. Condition with an extreme physical deformity and by advanced age, that hinders an individual from undertaking any productive occupation.
- ❑ Cerebral palsy is a type of disability where a group of non-progressive neurological conditions affects body movements and creates difficulty in muscle coordination. It may be caused due to injury to one or more areas of the brain, generally seen before, during or shortly after birth.
- ❑ Dwarfism is a condition related to the shortness of height. It is caused due to medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimeters) or less than that.
- ❑ Muscular dystrophy is a kind of a cluster of hereditary genetic muscle diseases that worsen the muscles condition, whereby a person cannot move his body like a normal person. The persons with multiple dystrophies have unfitting and missing information in their genes, which stops them from making the proteins that are needed for healthy muscles. It is categorized by progressive skeletal muscle weakness and defects in muscle proteins and finally causes the death of muscle cells and tissue.
- ❑ A person who has been attacked with Acids or met with an accident with acids or a similar destructive substance which has caused a person disfigured.

1.4.1.2 Visual impairment

- ❑ A person having an acute problem in seeing things is considered as blindness. And the person with blindness faces the following condition even after the best correction.
 1. Total absence of sight or
 2. Possess visual acuity of less than 3/60 or less than 10/200 Snellen in the better eye with best possible correction or
 3. Having the limitation of the field of vision, which is subtending to an angle of fewer than 10 degrees.
- ❑ A person having a low vision is also recognized as a type of impairment if the person faces problems with any of the following conditions;
 1. Visual acuity should not be exceeding 6/18 or less than 20/60 up to 3/60 or up to 10/200 (Snellen) in the better eye even after the best possible corrections or
 2. A condition having the limitation of the field of vision, which is subtending to an angle of fewer than 40 degrees up to 10 degrees.

1.4.1.3 Hearing impairment

- ❑ A person having a problem in the hearing of a sound is called Deaf and it is a condition where persons have a loss in speech frequencies in both ears upto 70 DB hearing.
- ❑ Hard of hearing is a type of condition where the person has hearing loss in speech frequencies in both ears of 60 DB to 70 DB.

The condition of speech and language disability is a type of impairment where a person possesses a permanent disability arising from laryngectomy or aphasia affecting one or more speech and language mechanisms due to organic or neurological causes.

1.4.2 Intellectual Disability

A person with intellectual disabilities was characterized by significant restriction in intellectual functioning in the brain where a person lacks certain abilities like reasoning, learning, problem-solving and adaptive behavior, which covers a range of everyday, social and practical skills. This intellectual disability includes specific learning disabilities and an autism spectrum disorder.

- ❑ Specific learning disabilities is a kind of problem associated with a different group of conditions wherein there is a deficit in processing language, spoken or written, that exhibits itself as a difficulty to understand, speak, read, write, spell or to do mathematical calculations that include conditions such as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia.
- ❑ A person with Autism spectrum disorder faces a neuro-developmental condition typically appearing in the first three years of life that significantly affects an individual's ability to communicate, understand, develop relationships and relate to others and is often linked with unusual or stereotypical behaviors.

1.4.3 Mental behavior

People with Mental illness are the individuals who tend to face problems related to thinking, mood, perception, orientation or memory that wholly impairs judgment, behavior, capacity to identify reality or ability to fulfill the usual demands of life. Mental illness does not include retardation, a condition of arrested or incomplete development of a person's mind, which is mainly categorized by sub-normality of intelligence.

1.4.4 Disability caused due to chronic neurological conditions & blood disorder

The type of disabilities that is associated with nerves in the body of an individual such as defects in neurological condition, multiple sclerosis and Parkinson's disease are grouped under the neurological condition and the person having problems or disorder or abnormal condition in the blood such as haemophilia, thalassemia and sickle cell are grouped under blood disorder.

1.4.4.1 Chronic neurological conditions are as follows

- ❑ A person suffering from Multiple sclerosis has a typical type of inflammatory nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are severely damaged, leading to a condition called demyelination which affects the ability of nerve cells in the brain and spinal cord to communicate with each other.
- ❑ Another type of chronic neurological condition is Parkinson's disease which is a progressive disease of the nervous system marked by tremor, muscular rigidity

and exhibit slow, imprecise movement and this primarily affects the middle-aged and older people by a process of degeneration of the brain's basal ganglia and also by the deficiency of neurotransmitter dopamine.

1.4.4.2 Disability caused due to Blood disorder

- ❑ A person suffering from Haemophilia disease faces loss or impairment of the standard clotting capability of blood so that a minor injury may also result in fatal bleeding, this is an inheritable disease that usually affects only males but is transmitted by women to their male children.
- ❑ A person having thalassemia disease suffer from reduced or absent amounts of haemoglobin and this is an inherited disorder.
- ❑ The disease sickle cell is a hemolytic disorder that is characterized by chronic anaemia, very painful events and several complications are seen due to associated tissue and organ damage. "Hemolytic" refers to the destruction of the cell membrane of red blood cells resulting in the release of haemoglobin.

1.4.5 Multiple Disabilities

A person with multiple disabilities possesses more than one disability specified above, including deaf-blindness, which is a condition where a person has a combination of hearing and visual impairments causing severe communication, developmental and educational problems.

The designated hospitals issue a medical certificate to persons with disabilities based on the criteria mentioned above. These medical certificates are mandatory to get benefits from the government. Providing benefits alone does not help them in leading life independent. Education is one of the potent instruments that empowers persons with disabilities to lead life independently and helps in developing a strong personality. Therefore, many international and national bodies came together and passed resolutions, Acts, policies to make education a universal human right, which makes them empowered and bring them into mainstream society and help them to lead independent life like other fellow citizens.

1.5 International Policies for Persons with disabilities

Many international developments influenced the education of children with disabilities worldwide. These documents stress equal education opportunities to all children irrespective of their ability or disability, based on a human rights perspective.

1.5.1 UN Convention on the Rights of the Child (1989)

UN Convention on the Rights of the Child affirms that government should create a disability-friendly atmosphere for children with disabilities to enjoy a whole and decent life in different societal conditions, which promote dignity and self-reliance and enhance active participation in community activities. In addition, it stresses that education for children with disabilities should be provided in an appropriate environment that will allow the child to achieve the fullest possible social integration and individual development.

1.5.2 The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993)

The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities came after the United Nations Decade of Disabled Persons (1983-1992). It proclaims that everybody should recognize the principle of Equality while providing education to children, youth and adults with disabilities in an integrated setting at primary, secondary and tertiary educational opportunities. It further stresses that teaching to persons with disabilities should be an integral part of the educational system.

1.5.3 The UNESCO Salamanca Statement (1994)

The UNESCO Salamanca Statement solicits governments to give the utmost importance in making education systems more inclusive and suggests embracing the principle of inclusive education as a matter of law or policy and considers that education is a fundamental right of every child. It further emphasizes that every child has unique characteristics, interests and possesses different abilities & learning needs. Therefore, educational institutions must cater to the diverse learning needs of the child.

1.5.4 The Biwako Millennium Framework (2003)

The Biwako Millennium Framework asserts that the education of all children with disabilities must take place in local community schools and that too, within the limit of a child's reach. The continuous involvement of children with disabilities by planned community activities through education would help break down barriers and negative attitudes of the society towards the persons with disabilities and bring social integration and cohesion within communities.

1.5.5 UN Convention on the Persons with Disabilities (2006)

UN Convention on the Persons with Disabilities recognizes that children with disabilities should not be excluded from the general education system based on the disabilities of the child. The public educational system must facilitate in all possible manners for their effective inclusion. Educational institutions must develop individualized support measures based on their abilities and disabilities to maximize their academic and social development.

1.5.6 Unites States of America (USA)

In the United States of America, after the civil movements in the 1950s and 1960s for persons with disabilities, in the early 1970s, services to children with disabilities became available through early childhood programmes with great difficulties (Osgood 2005 as cited in Das, A. 2010). However, the immediate significant changes in educating children with disabilities came with the Education for All Handicapped Children Act in 1975. In 1986, the 'Regular Education Initiative' merged the unique and general education services to benefit children with disabilities. It stressed that the education of children with disabilities should be the shared responsibility of all educators rather than the sole responsibility of special educators, with total commitment from both sides. The first significant steps towards commitment to inclusive education came with the reauthorization of the Education for All Handicapped Children Act as Individuals with Disabilities Education Act (IDEA) in 1990. It is considered landmark legislation. This Act announced the legal concepts of the "Individualised Education Plan" (IEP) and least restrictive environment, which is very impactful in educating children with disabilities. The law guaranteed that the needs of children with disabilities would be identified and met in the classroom or the least restrictive environment possible.

1.5.7 United Kingdom (UK)

In the United Kingdom, the most significant positive and promising development movement in children with disabilities was seen in the Warnock Committee Report (1978). This report stresses upon early identification of children with disabilities and providing education according to the child's needs, which is very effective in including them into the general classroom since early identification gives maximum chance to provide effective intervention according to the level of disability of the child. Following the Warnock Committee report, the UK brought out the Education Act (1981), which emphasized integrated education for children with disabilities (cited in Das, A. 2010).

1.6 Statutory Framework

The Ministry of Social Justice and Empowerment (2020) categorically pointed out all the important legislations, policies and provisions available for persons with disabilities. The Constitution of India has guaranteed rights for persons with disabilities so that they can live a normal and happy life like any other fellow citizen. It not only creates a sense of secure feeling but also builds inner strength to fight for their fundamental rights like any other person. It empowers them to stand equal in all public matters.

1.6.1 Constitutional Provisions

The constitution of India in its preamble stated to secure justice, social, economic and political, Liberty of thought, expression, belief, faith and worship, Equality of status and opportunity to all the citizens and the same is applicable to persons with disabilities.

The constitution of India guaranteed a set of six fundamental rights to all the citizens namely – Right to Equality; Right to Freedom; Right against Exploitation; Right to Freedom of Religion; Cultural and Educational Rights and Right to Constitutional Remedies. All the citizens, irrespective of the abilities or disabilities of an individual, can exercise these rights.

In another section of the constitution of India, there are directive principles of a state policy that gives directions to future legislatures and executives of the state to provide adequate provision for securing the right to work and right to education within the capacity of its economic ability. Further, it suggests providing public assistance in

cases of unemployment, old age, sickness & disablement. And some of the directive principles of state policy exclusively specify the powers and responsibilities of the panchayats and municipalities and direct them regarding implementation of schemes for economic development and social justice and this includes welfare and safeguarding the interests of the person with disabilities among other weaker sections of the society.

1.6.2 Legislation for Persons with Disabilities

The Government of India enacted the following landmark legislation for the welfare & empowerment of persons with disabilities. The Department of Empowerment of Persons with disabilities was entrusted with dealing and implementing the said Act

Figure_1.2: Figure depicting Legislations for Persons with Disabilities



1.6.2.1 The Rehabilitation Council of India Act, 1992

The Rehabilitation Council of India was set up by the Government of India, under the Rehabilitation Council of India Act, 1992 and the Act has been revised in the year 2000. The Council has been assigned with the accountability to regulate, monitor the training of rehabilitation professionals and personnel and also encourage research in the area of rehabilitation and special education.

According to the above Act, The Rehabilitation Council is supposed to exhibit the following functions:

- ❑ To determine minimum standards of education for children with disabilities.

- ❑ Expected to make recommendations by considering the various criteria and report to the department about recognition of qualifications for rehabilitation professionals or other workers granted by Universities etc., in India.
- ❑ Provide suggestions to the department in order to set a standard for recognition of qualification of Institutes outside India.
- ❑ Conduct inspections in examinations in order to maintain a standard.
- ❑ Frame comprehensive criteria to register rehabilitation professionals and all other professionals who fulfill the criteria.
- ❑ The council determines the privileges entitled and professional conduct of registered persons.

1.6.2.2 The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999

The government of India has set up the National Trust by an Act of Parliament of the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 and it has been given the status of the statutory body with certain objectives to be executed through it. The Objectives of the National Trust are as follows:

- ❑ To empower the persons with disabilities to lead an independent life and to the possible extent help them live as close to the community within and to which they belong by implementing various measures.
- ❑ Provide support in all possible manners and strengthen facilities so as to make persons with disabilities live with their own families.
- ❑ During a deep crisis in the family of persons with disabilities, registered organizations with the national trust are expected to provide need-based services. In order to make these organizations perform the duty to the expected level, the national trust strengthens them in all the necessary ways within the boundary of the law.
- ❑ Establish and implement an effective measure to deal with the various problems of persons with disabilities who do not have family or lost their support for different reasons.
- ❑ In the event of the death of the parent or guardian of a person with disabilities, the national trust is expected to frame and promote effective measures for the care and protection of persons with disabilities.

- ❑ For the persons with disabilities who require guardians and trustees for protection due to unexpected circumstances, the national trust is expected to make effective procedures for the appointment of guardians or trustees by considering all the necessary criteria required for the safety and security of persons with disabilities.
- ❑ To extend support and facilitate in all possible manner to fulfill the need and demand in the realization of equal opportunities, protection of rights and full participation of persons with disabilities.

The central government made a one-time financial contribution to the National Trust to plan the programmes and take necessary steps to fulfill the objectives laid down in the Act and further chapter IV clearly mentions the powers and duties of the board and expects to discharge their duties effectively by utilizing the fund for the said purpose.

For the betterment of administration and implementation of the Acts, the board appoints a local level committee and provides the power to appoint guardianship of persons with disabilities and if a guardian is found neglecting the persons with disabilities, the local committee has the power to remove him from guardianship.

With regard to the monitoring mechanism in the process of implementation at the local level, the board, through regulations, decides the procedure for evaluating the prefunding status of registered organizations requesting financial assistance from it. These rules provide the guidelines for monitoring and evaluating the activities of those registered organizations receiving financial aid from the Trust.

1.6.2.3 The Rights of Persons with Disabilities Act, 2016 (RPwD Act, 2016)

As the two decades of implementation of PwD Act 1995, The Government of India enacted the Rights of Persons with Disabilities Act, 2016, as passed in December 2016, with the aim to uplift the persons with disabilities as per their needs and demand of the modern society.

As per the Act, the government is expected to provide education for children with disabilities by considering the following points:

- ❑ All Educational Institutions that receive the fund and are recognized by the government or local authorities should compulsorily admit and provide inclusive education to the children with disabilities, without any discrimination in any forms and provide them opportunities for sports and recreation activities equally with others by considering the interest and abilities of the children with disabilities.

- ❑ Infrastructure for children with disabilities should be disability-friendly, according to the need of the child; buildings, campuses and various facilities should be accessible without any difficulty. Government should provide accommodation considering the child's necessities. Complete support and freedom should be given to children with disabilities separately or create a supportive atmosphere to fulfill complete inclusion for academic and social development.
- ❑ Children with severe and profound disabilities should not be neglected, they should be educated using the most appropriate language and by adopting suitable modes & means of communication. If the children with profound hearing disabilities are comfortable with sign language in public school, the government should make a provision to provide education according to the child's need.
- ❑ Specific learning disabilities should be detected in the initial stage as early as possible which helps in effectively mainstreaming the child and also helps in identifying and integrating the suitable pedagogical approach for the effective teaching-learning process and other necessary measures to overcome them.
- ❑ Educational institutions providing education to children with disabilities should monitor the child's participation in school activities and progress in terms of attainment levels and completion of education.
- ❑ Transport facilities should be provided to children with disabilities and attendants should be provided to children with severe disabilities having high support needs.

Responsibilities of Government and local authorities in Educating Children with disabilities

- ❑ Government should conduct a survey of school-going children every five years to identify the children with disabilities, which helps to provide education as per the child's need and guide in assessing, monitoring and devising a strategy to fulfill these needs.
- ❑ Adequate teacher training institutions are the need of the hour. Government should establish teacher-training institutions in various disabilities specializations like using sign language, braille. In intellectual disability, children with disabilities should be taught effectively in these different communication formats to participate and contribute to the community and society. The particular focus should be to train professionals and staff to support inclusive education at all levels of school education.

- ❑ Government should provide books, learning materials, scholarships and appropriate assistive devices to children with benchmark disabilities free of cost up to eighteen years.
- ❑ Suitable modifications should be made according to the needs of children with disabilities while transacting curriculum and examination system, such as extra time for completion of the examination paper, facility of scribe or amanuensis, exemption from second and third language courses.
- ❑ Government should encourage and promote disabilities studies to improve learning and any other measures related to children with disabilities.

1.6.3 Implementation of the Act for Persons with Disabilities

After bringing the RPwD Act, in 2016, the government has taken various measures to implement provisions mentioned in the Act. Some of the activities that had taken place in the view of implementation are given below:

- ❑ The government notified the Rights of Persons with Disabilities Rules in June 2017 for wider circulation and for bringing awareness about the Act. These Rules provide guidelines for accessibility standards for the construction of disability-friendly infrastructure, passenger bus transport and websites. It also mentions the procedure for applying and getting a certificate of disability in order to get various benefits from the government. It provides a means of publication of equal opportunity policy and also a way of utilization and management of National Fund, etc.,
- ❑ Time to time, the government updated the guidelines for Assessment of Extent of Specified Disabilities in a person and this was notified on January 04, 2018. These guidelines provided a detailed procedure and criteria for assessment and the competent medical authority to issue a certificate of disability for the person with disabilities of various categories of disabilities.
- ❑ The Department of Personnel & Training issued a circular on January 15, 2018, to all the Ministries & Departments, by clearly stating that 4% reservation to be provided for persons with benchmark disabilities of all types in government jobs as per the provision mentioned in Section 34 of the PWD Act, 2016.
- ❑ The Department notified the Amended Act of Rights of Persons with Disabilities on March 08, 2019, specifying the method of assessment of persons with

benchmark disabilities who are seeking high support needs from the Assessment Board and also specified the guidelines for the composition of such Boards.

- ❑ The States have been regularly guided and stressed to frame rules in accordance with Section 101 of PwD Act 1995. After the constant effort, 29 States/UTs have notified the regulations as per the said Act and this was found during the review period.
- ❑ The Department has created Central Advisory Board on Disability with the intention to bring all-round development of persons with disabilities. The Central Advisory Board has met thrice, the Central Advisory Board echoed upon various issues relating to the implementation of the PwD Act such as inclusive education, impediment in early intervention, problems in accessibility, the status of implementation of accessible India campaign and UDID project, early detection and rehabilitation of children with disabilities, social security programmes for PwDs by the States/UTs, etc. and insisted the States/UTs take necessary measures for the effective implementation of its provisions.

Implementation of the Acts and the formation of adequate provisions and suitable policies as per the need of persons with disabilities is the key to mainstreaming them and empowering them to face various challenges in society.

1.7 National Policies for Education of Children with Disabilities

Various national policies on education brought out by the Government of India mentioned regarding education of children with disabilities. With time, the education of children with disabilities gained more momentum, especially after various national and international bodies viewed disabilities from human rights perspectives rather than charity perspectives. In this regard, the Government of India exclusively brought out the national policy for persons with disabilities in the year 2006. Various national policies are:

- ❑ National Policy of Education 1968
- ❑ National Policy of Children 1974
- ❑ National Policy of Education 1986
- ❑ POA 1992
- ❑ National Policy for Persons with Disabilities 2006
- ❑ National Policy of Children 2013
- ❑ National Educational Policy 2020

1.7.1 National Policy of Education 1968

Education has always been conferred an important place in Indian society. The great leaders of the Indian freedom movement recognized the vital role and potential of education and throughout the nation's struggle for Independence, continuously stressed its unique significance for national development. The policy underlined free and compulsory education for all children up to the age of 14, including children with disabilities. It also suggested extending the educational facilities for children having physical and intellectual disabilities in all possible ways and stressed upon developing integrated programmes that enable children with disabilities in regular schools.

1.7.2 National Policy of Children 1974

The foremost aim of the policy was to provide equal opportunities for the development of all children especially in the initial stage i.e., during the period of growth. The approach recommended guidelines to frame effective measures to extend support for children with disabilities in treatment, education, rehabilitation and care. The policy indicated upon prioritizing programmes for the training, care, education and rehabilitation of children with disabilities.

1.7.3 National Policy on Education 1986

The NPE stipulates that wherever possible to the maximum extent, education of children with locomotor disabilities and other mild disabilities should be shared with that of other children. The policy suggests the establishment of a system for identifying, diagnosing and assessing children with disabilities with an intention of effective placement in schools. The approach also underlines the enrollment and retention of children with locomotor disabilities and other children with mild disabilities from the following measures

- ❑ Government should conduct advocacy programmes for administrators and teachers in the common school system, which help them to get involved actively in the system.
- ❑ For the effective management of children with disabilities, the government should conduct in-service training programmes for teachers.
- ❑ Government should conduct an orientation programme for administrators and provide support materials through a distance mode of learning.

- ❑ Effective Alternate learning material always acts as supports system for all students. Therefore, the development of alternative learning material is essential as this helps the children with disabilities to learn according to his phase. A teacher's handbook should be developed especially with regard to the management of children with disabilities in the classroom.
- ❑ Government should bring effective measures for the assessment of disabilities, which helps to render psychological services at the district level.

The policy proposed the following provisions, including incentives:

- ❑ Government should provide aids & appliances to all children with disabilities, which helps them to learn better.
- ❑ Adequate provision for the payment of transportation allowance should be provided to children with disabilities. In a rural area, as there is a dearth of transport services, the government should provide the capital cost to purchase school rickshaws to an institution with at least ten children with disabilities.
- ❑ Architectural barriers in the school hinder enrollment of children with disabilities, therefore, the government should remove all the infrastructural barriers.
- ❑ Textbooks & uniforms should be supplied free of cost to children with disabilities along with attendance incentives which act as motivation for them.
- ❑ Vocational education especially for children with disabilities is most important, as this would reduce the dependency on others. Therefore, the government should give importance to another distinctive school at the +2 stage or ITI. Accordingly, machines with modifications and safety systems should be developed wherever necessary.
- ❑ Curriculum should be modified for the children with disabilities enrolled schools taking into consideration the specific learning problems emerging out of a particular type of disability.

1.7.4 Programme of Action, 1992

The POA laid emphasis on pragmatic methods for the placement of children with disabilities in the general classroom. It proposed that children with disabilities who are capable of getting an education in a public school, should be educated in a public school only and not in a special school. Even those children who are initially admitted to special schools in the initial period for the development of necessary skills should be transferred to public schools once they acquire required skills like daily living

skills, communication skills and basic academic skills. The policy highlighted the following points:

- ❑ Dropout rates of children with disabilities are one of the important factors to be addressed, so, the government should bring effective measures to address this issue.
- ❑ Vocational training of children with disabilities, especially for children with intellectual disabilities should be established, as this would help them in building confidence in life as they become financially independent.
- ❑ Government should take steps to reorient pre-service and in-service teacher education programmes, including preschool teachers' training programmes to meet the needs of children with disabilities in the classroom.
- ❑ Joining hands together among various departments for a particular cause always yield good results, so should be in the case of implementing schemes for persons with disabilities, various departments like Health, Welfare, Education, Women & child development and Labor can provide comprehensive schemes and implement it effectively.
- ❑ With the objective of bringing awareness about the needs of all types of children with disabilities among administrators, the government should develop and organize effective training programmes for them.
- ❑ Government should organize training programmes for teachers in the area of curriculum adjustments and adaptation of teaching methods & materials according to the type and level of children with disabilities, as this would help teachers to transact content effectively to children with disabilities.

1.7.5 National Policy for Persons with Disabilities 2006

The human population is always a boon for a country when they are properly trained so is in the case of persons with disabilities, they constitute a valuable human resource for the country and they contribute for the good of the society when appropriately trained. Providing equal opportunities and adequate access to rehabilitation measures as per the need of the PwD always helps them to lead a better quality of life. In this regard, the government formulated and brought out the National Policy for Persons with Disabilities in 2006, aiming to create an environment that provides such persons equal opportunities to protect their rights and full participation in society.

The policy focus on the prevention of disabilities and rehabilitation measures such as:

- ❑ The diseases that cause disabilities should be prevented as early as possible. In this step, the government should create awareness regarding prevention measures of disabilities during pregnancy, especially in rural areas by organizing awareness programmes.
- ❑ Government should give special emphasis for early detection & intervention, counseling & medical rehabilitation, assistive devices and the development of rehabilitation professionals with specialization in various disabilities while developing the measures related to physical rehabilitation.
- ❑ Without providing educational facilities for children with disabilities, it is not possible to expect maximum output from them. Primarily government should provide various facilities like special teachers of different specializations of disabilities, books & stationery as per the need of CwD, uniforms, transport, readers allowance for children with visual disabilities, allowance for a hostel, equipment cost, removal of infrastructural barriers in the school, financial assistance for the purchase of instructional material, training of general teachers to teach children with disabilities in general classroom and equipment for resource rooms.
- ❑ Enrollment and retention being an important goal to be achieved, the government should show determinations to increase enrollment of children with disabilities in appropriate schools and retain them. Also, the government should provide technical and vocational education facilities to teach and bolster skill development appropriate for various types of productive activities.
- ❑ Economic Rehabilitation should be focused on employment in government establishments along with self-employment through vocational education.
- ❑ Protection for Women with Disabilities should be the most priority step of the government, as they are easily prone to exploitation and abuse. Government should develop special programmes for education, especially vocational education, that help them in getting employment and thereby help them to lead an independent life without depending on others.
- ❑ Children with disabilities are the most vulnerable and neglected group, they immediately need special attention. Government should make sure inclusion and adequate access to education according to all types of disabilities, health services, vocational training, along with specialized rehabilitation services.

- ❑ To make the children with disabilities truly independent in the school environment by creating a barrier-free environment according to the needs of all children with disabilities with various types. It helps them move safely and freely, use the facilities within the built environment and participate without assistance in everyday activities. In general, the government should strive to the maximum extent possible to make barrier-free at public places, buildings and transportation systems.
- ❑ Government should make sure that the children with disabilities get a certificate without any difficulty as early as possible in the shortest period of time since disability certificate is mandatory criteria to get entitlements & benefits.
- ❑ Government must bring effective measures regarding social security for children with disabilities by engaging NGOs for the welfare of children with disabilities.
- ❑ The collection of regular information on Persons with Disabilities helps in the process of formulation of policies, schemes and implementation. Therefore, the government should take the responsibility of collection of data regularly from time to time and promote research in the area of children with disabilities at all levels and dimensions of disabilities.
- ❑ Sports, Recreation and Cultural life is an absolute right of children with disabilities, the government should take required actions to provide an opportunity of the same.

The existing mechanism for implementation of the National Policy 2006 are as follows

- ❑ The responsibility for implementation of all provisions specified in the policy is entrusted to the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment and the same is made as nodal Department to coordinate all matters relating to the implementation of the policy.
- ❑ The Central Advisory Board on Disability manages the Implementation of all matters pertaining to the National Policy with the representation of various stakeholder. In addition, there is a similar Board at the State level.
- ❑ National policy specifies are various dimensions in which children with disabilities need to be developed. For this, it demands the help of all other ministries to join hands in the process of implementation of the policy. The identified ministries are 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 Women & Child Development and Departments of Elementary Education & Literacy, Secondary & Higher Education; Road Transport & Highways; Public Enterprises; Revenue; Information Technology and Personnel & Training.

- ❑ Panchayati Raj Institutions and Urban Local Bodies are allied with the working of the District Disability Rehabilitation Centres and therefore they are required to play a dynamic role in implementing the National Policy to address local-level issues.
- ❑ The Chief Commissioner for Persons with Disabilities at the Central level and State Commissioners at the State level apart from their respective statutory responsibilities are expected to play a significant role in implementing the National Policy.

1.7.6 National Policy of Children 2013

The National policy for children echoes the commitment to the right-based approach grounded on international conventions and treaties. The following actions have been suggested:

- ❑ The main focus of the government should be on the all-round development of every child which is possible only by providing education to all, therefore, the government immediately take effective steps in order to achieve this target.
- ❑ Government should guarantee a safe, care and protective environment for all children, which is of utmost importance and this can be achieved by the coordination of different departments at various levels.
- ❑ It should be the chief duty of the government to make sure that the child partakes in everyday activities without any hurdles in the surrounding environment by providing opportunities and support in order to develop skills to form aspirations and express their views by their age, level of maturity and evolving capacities.
- ❑ Government should encourage the active involvement, participation and collective actions of various stakeholders in securing the child's rights, including the rights of children with disabilities.

- ❑ Government must ensure proper management, action and monitoring mechanism for the effective execution of various policies, schemes and provisions for the child's development.
- ❑ Government should inspire to take up research, documentation and capacity building based on all facets of the status and condition of the children. It should include both quantitative as well as qualitative dimensions.
- ❑ Government should be committed to allocate the requisite financial, material and human resources for their well-organized and effective use, with transparency and accountability to implement this policy.

1.7.7 National Educational Policy 2020

NEP recognizes education as the single most outstanding instrument for attaining social justice and equity. To achieve an inclusive and equitable society, inclusive education is an indeed important goal. The policy stresses that the purpose of the education system essentially be that, no child loses any opportunities to learn and excel because of conditions of birth or background and distinguishes the prominence of creating & enabling mechanisms for providing children with disabilities, the same chances of obtaining quality education like any other children without disabilities. The policy accentuates the following points:

- ❑ Government should concentrate on the enrollment and attendance of children with disabilities right from the early childhood care and education (ECCE) stage.
- ❑ The schemes & policies should be executed to the maximum level possible through extra concerning efforts to change their educational position truly and special attention should be given to the education of women with disabilities.
- ❑ The policy is in complete agreement with the provisions stated in the RPwD Act 2016. It stresses modification in the education system and teaching-learning process according to the needs of different types of children with disabilities.
- ❑ Schools should be equipped with the necessary resources for the integration of children with disabilities. The appointment of special educators with cross-disability training should be done, especially for children with severe and multiple disabilities. Different categories of children with disabilities have different needs; school and school campuses should provide accommodation, support mechanisms to all children with disabilities and ensure full participation and inclusion within the classroom.

- ❑ School Infrastructure should be barrier-free for all kinds and levels of children with disabilities.
- ❑ Assistive devices and suitable technology-based tools, adequate language and appropriate teaching-learning resources as per the requirement of all types of children with disabilities should be provided to integrate more easily into classrooms and engage with teachers and their peers. Also, integrate them in all activities, including arts, sports and vocational education.
- ❑ Home-based education should be given on a priority basis to children with severe & profound disabilities who cannot go to schools without any kind of discrimination and they must be treated equally with other children in the general system.
- ❑ Children with specific learning disabilities should be identified as early as possible for providing effective intervention because the chances of progress will be high and mainstreaming process with the general community would be easy if intervention is provided at an early stage. Scholarships should be given to children with disabilities without any trouble and for that single-window system needs to be developed.
- ❑ Teacher education programmes of elementary level should be an integral component regarding awareness & knowledge of 'how to teach children with specific disabilities. Also, the government should develop alternative pedagogical styles according to the various needs of children with disabilities.

Looking at the various national policies concerning children with disabilities, we can see the gradual shift in the societal perspective about children with disabilities. Earlier, education for children with disabilities was seen from the charity perspective; most of the measures mentioned in the earlier policies spoke about the segregated model. After the international conventions and treaties recognized education for children with disabilities in the perspective of rights-based, all the policies began emphasizing integrating children with disabilities in regular school and now it is speaking about inclusive education. The major international convention and treaties which recognized the rights of the child are the Declaration of the Rights of the child, the Universal Declaration of Human Rights and Its covenants, the convention on the Rights of the Child and its two Optional Protocols, the United Nations Convention on the Rights of Persons with Disabilities, the United Nations Conventions against transnational organized crime, the protocol to prevent, suppress and punish trafficking

in women and children, the Hague Convention on the protection of children and cooperation in respect of inter-country adoption and convention on the elimination of all forms of discrimination against women.

Education of children with disabilities started in segregated education in the charity model, moved on to integrated education in the bio-centric model and finally inclusive education in the human rights model.

1.8 Special Education to Inclusive Education

Education was provided to normal children from the ancient period, with the consideration that they could learn easily but very little importance was given to CwD. Gradually children with disabilities started getting attention and they have been educated in different school setups like special education, Integrated Education and Inclusive Education.



Figure_1.3: Figure depicting Special Education to Inclusive Education

1.8.1 Special Education

Children with disabilities were being neglected for decades in India. Providing education to children with disabilities was not considered important at all. They were not regarded as equal with other children without disabilities because of various belief systems that existed during that period. As time passed, perspectives of the people towards children with disabilities changed, they too started getting an education. In earlier times, the special education programmes were heavily dependent on voluntary initiative. Christian missionaries began schools for children with disabilities as a charitable undertaking, a kind of service to a disadvantaged group. The first school was established in the 1880s to educate children with visual impairment and Institute for educating children with hearing impairment was started in the year 1888. Children with mental retardation were the last to receive attention. The first school for children with mental retardation was established in 1934. Until the 1970s, the policies too encouraged education for children with disabilities in a separate setting, which was

considered an appropriate environment. Most educators believed that children with physical, sensory, or intellectual disabilities were so different because of their disabilities that they could not participate in the activities of a regular school. Services for children with locomotor disabilities were also initiated in the middle of the twentieth century. After Independence, the government's initiatives were exhibited in the establishment of a few workshop units meant primarily for Adults with visual impairment. These units later included people who had hearing impairment, locomotor disability and were mentally retarded. Realizing the importance of providing an opportunity to children with disabilities to get an education in public school along with children without disabilities and considering the ability of children with disabilities to learn equal with other children, the government introduced integrated education (NCERT, 2006).

1.8.2 Integration Education

Education for children with disabilities at special schools separated them from society physically, psychologically, emotionally and socially. Gradually, they got a kind of feeling that they were inferior to other fellow citizens and thereby education is being given in a separate setting. To integrate them into society, right from the school level, the government brought out the Centrally Sponsored Scheme of Integrated Education for Disabled Children (IEDC) in the 1970s. The scheme was intended to provide educational opportunities to children with disabilities in regular schools and facilitate their achievement and retention. The objective was to integrate children with disabilities in the general community at all levels as equal participants to prepare them for normal development and empower them to face life with courage and confidence. A fundamental feature was to connect between regular and special schools and strengthen the integration process.

Meanwhile, the National Council of Educational Research and Training (NCERT) and UNICEF launched a project called Project Integrated Education for Disabled Children (PIED) in 1987 to reinforce the integration of learners with disabilities into regular schools. According to the result obtained from the project's external evaluation in 1994, enrollment of children with disabilities increased considerably. The retention rate among children with disabilities was much higher than the other children in the same blocks. In 1997, IEDC was merged with other major basic education projects like the DPEP and Sarva Shiksha Abhiyan (SSA).

The IEDC scheme provides a wide range of incentives and interventions for the education of children with disabilities. These include:

- ☐ Preschool training
- ☐ Counselling for parents
- ☐ Allowances for books and stationery
- ☐ Uniforms
- ☐ Readers
- ☐ Transport and escorts facilities
- ☐ Hostel facilities and other assistive devices.

The scheme provided one special teacher for every eight children with disabilities, community involvement and a resource room in a cluster of eight to 10 schools, several voluntary organizations implementing the scheme in the various states.

Along with the IEDC scheme, the government introduced other possibilities for providing education for children with disabilities, such as the National Institute of Open Schooling offers courses that have the advantage of being specially adapted to the needs of every child, as well as giving the child, every opportunity to progress at their own pace. Another example is Alternative Schooling and community-based rehabilitation programmes (NCERT, 2006).

Even though integrated education aimed for integrating children with disabilities fully in the mainstream, it could not fulfill its objectives because it expects the child to adjust to the educational system, where it was not possible for all children with disabilities to get adapt to it, because of various types and different levels of disabilities in the child. In addition, access to curriculum according to the child's need, modification in the teaching-learning process and infrastructure of the school were also issues that needed attention immediately. Thereby a new system of education called Inclusive Education became a need of the hour.

1.8.3 Inclusive Education

Integrated education was the first step towards Inclusive Education. Even though integrated education helped enrollment and retention of children with disabilities in public school, it did not yield the desired result as per the expected level. Therefore, Inclusive education became the need of the hour. According to NCERT (2006), it was evident from the fact that despite complete financial support under the IEDC scheme, for integrating children with disabilities into the educational system, only 2-3 % of the

total population were integrated into the regular schools. Dissatisfaction with the progress towards integration, considering the cost involved and the advantages of an inclusive environment in bringing about increased acceptance of children with disabilities, led to the demands for Inclusive Education. Even Internationally, Inclusive Education gained momentum because of defects in the use of the medical model of assessment, wherein educational difficulties were explained solely in terms of defects in the child. The important event that laid a strong foundation for inclusive education at the global level is the world conference on Special Needs Education held in Salamanca in June 1994, which created an urgency for the world community to adopt inclusive education as a policy agenda, 92 governments and 25 international organizations has accepted it (UNESCO, 1994). India is one among the ninety-two governments which accepted Salamanca's statement and immediately passed the landmark Act, persons with disabilities Act 1995, that education of children with disabilities occupied a special place in all the policy documents. All these major positive changes towards the perspective of children with disabilities, nationally and internationally led to a re-conceptualization of the needs of children with disabilities, it demanded immediate school reforms and improved pedagogy. This re-conceptualization helped in emerging an orientation towards inclusive education. The National Curriculum Framework for School Education recommended inclusive schools for all children with or without disabilities to provide quality education for all. Further, it pointed out that segregation or isolation is good neither for children with disabilities nor for general children without disabilities. It is the societal requirement that children with disabilities be educated along with other learners in inclusive schools, which are cost-effective and have sound pedagogical practices. The MHRD (NCERT, 2006) defined Inclusive education as all learners, young people – with or without disabilities being able to learn together in ordinary preschool provisions, schools and community educational settings with an appropriate network of support services.

Even though Inclusive Education demands the education of children with disabilities in the general classroom, considering the severity of disabilities, particularly the children with a severe and profound level of disabilities in the initial stage of disabilities need more concentration and specific training in the separate setting which help them to get included into the mainstream at a later stage. Moreover, there has been growing awareness that special education in special schools may be overly

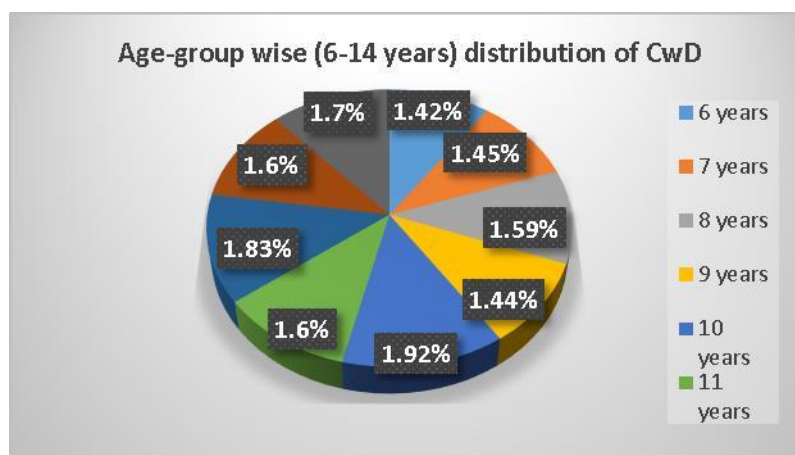
restrictive. Instead of working outside the mainstream classrooms, the special schools can work with and provide support to, regular schools. In 1992, the Programme of Action, while promoting integrated education, had also suggested a Pragmatic Placement Principle. It proposed that children with disabilities who can be educated in general schools should be educated in general schools. Those studying in special schools should be transferred to general schools once they are ready to make the shift. Hence, special schools in their new found identity would become a far more flexible resource by working in partnership with and creating a response to special needs, not only in the alternative form of provision and intervention, but within the mainstream classroom, curricula and pedagogies. Special and general education, in other words, are gearing for a significant move to come closer together in the form of Inclusive Education. With the growing population of disabilities in India and around the world, Inclusive Education is inevitable.

1.9 Status of Person with Disabilities in India

According to the WHO global disability action plan (2014-2021), there are more than 1000 million people with disabilities globally, about 15 per cent of the world's population or one in seven people. Of this number, between 110 million and 190 million adults experience significant difficulties in functioning. It is estimated that around 93 million children – or one in 20 of those under 15 years of age - live with a moderate or severe disability. According to the World Report on Disability (2011), it is found that people with disabilities have poorer health outcomes, lower education achievements, less economic participation and higher rates of poverty than people without disabilities. This is because people with disabilities experience barriers in accessing services that many of us have long taken for granted, including health, education, employment and transport, as well as information.

According to the census 2011, there were 2.68 crore persons with disabilities, which was 2.21% of the total population of India. Out of the total population of persons with disabilities, about 1.50 crore are male and 1.18 crore are female. These include persons with visual, hearing, speech and locomotor disabilities, mental illness, mental retardation, multiple disabilities and other disabilities.

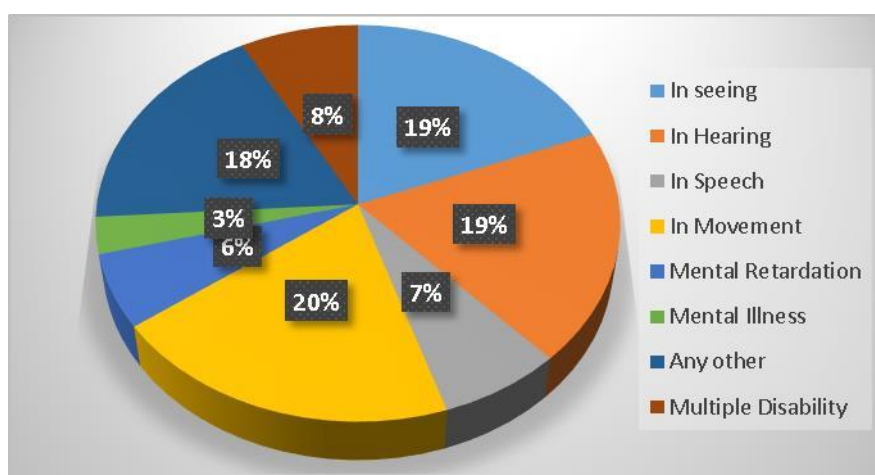
Figure_1.4: Age group-wise distribution of Population of Individuals with Disabilities in India



Source: Census of India-2011

Out of the total 2.68 crore (100 per cent), 382553 (1.42 per cent) CwD belong to 6 years of age, 389258 (1.45 per cent) belong to 7 years, 426947 (1.59 per cent) belong to 8 years of age, 388471 (1.44 per cent) belong to 9 years, 517064 (1.92 per cent) belong to 10 years, 429428 (1.6 per cent) belong to 11 years, 492602 (1.83 per cent) belong to 12 years, 429587 (1.6 per cent) belong to 13 years and 456092 (1.7 per cent) belong to 14 years of age. Among the CwD of age group 6 to 14 years, 10 years aged CwD were highest in number and the least were CwD of six years of age.

Figure_1.5: Type of disability wise distribution of Population of Children with Disabilities in India

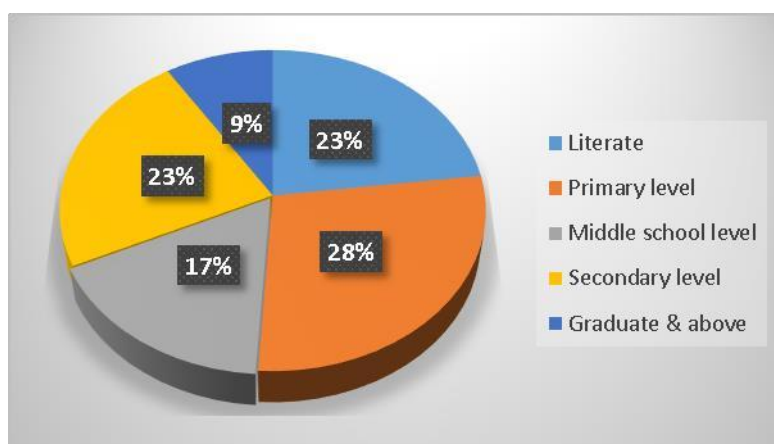


Source: Persons with Disabilities (Divyangjan) in India- A Statistical Profile: 2021

The census 2011 revealed that, among the total disability population of India, 19 per cent of the persons with disabilities have a disability in seeing, 19 per cent are with disability in hearing, seven per cent are with speech, 20 per cent have a disability in

movement, six per cent are with mental retardation and eight per cent has multiple disabilities.

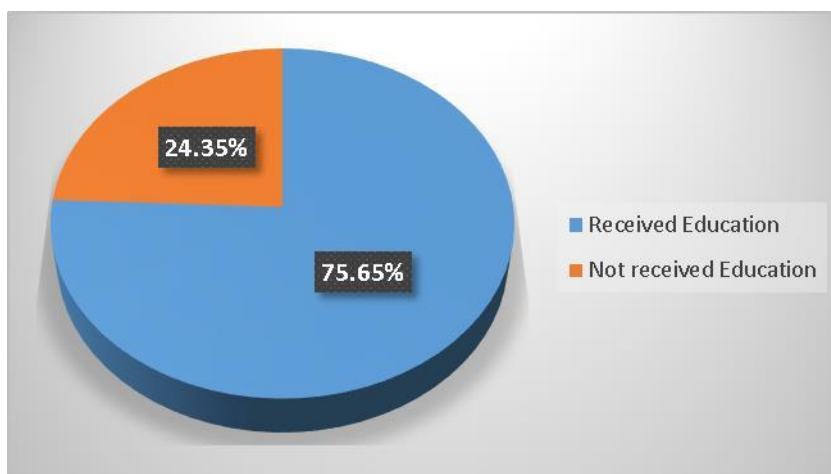
Figure_1.6: Educational Status of the Population with Disability in India



Source: Annual report 2019-20, Ministry of Social Justice and Empowerment, GOI.

Out of the total disability population of India, 23 per cent could not complete primary education but were literate. 28 per cent completed education up to primary level. 17 per cent received education up to the middle school level. 23 per cent were graduates and nine per cent were above graduates.

Figure_1.7: Status of School Attendance of Children with Disabilities in India



Source: Census of India-2011

Out of India's total children with disabilities population in the age group of 6-14 years, 75.65 per cent of the children have received an education and 24.35 percent of children with disabilities have never participated in any educational institution.

1.10 Status of Persons with Disabilities in Karnataka State

According to the Persons with Disabilities (Divyangjan) in India- A Statistical Profile: 2021, The total population of Karnataka state is 6,10,95,297, of which the disabled population is 13,24,205, which constitute around 2.17 per cent of the total population.

Table_1.1: Enrollment of children with disabilities in Elementary School

Type of Disability	Class from I to VIII		
	Boys	Girls	Total no. (%)
Visual Impairment (Blindness)	1800	1338	3138 (4.37)
Visual Impairment (Low-vision)	5170	4775	9945(13.85)
Hearing Impairment	4599	3517	8116(11.31)
Speech Impairment	5152	3589	8741(12.18)
Locomotor impairment	8216	5807	14023(19.54)
Mental Retardation	4155	3017	7172(9.99)
Learning Disability	1791	1304	3095(4.31)
Cerebral Palsy	835	566	1401(1.95)
Autism	341	183	524(0.73)
Multiple Disability	9167	6458	15625(21.77)
Total(class 1 to 8)	41226	30554	71780

As per the Karnataka State Education Report 2018-19, Out of the total children with disabilities enrollment, 4.37 percent were children with blindness, 13.85 percent were children with low vision, 11.31 percent were children with hearing impairment, 12.18 percent were children with speech impairment, 19.54 percent were children with locomotor disability, 9.99 percent were children with mental retardation, 4.31 percent were children with a learning disability, 1.95 percent were children with cerebral palsy, 0.73 percent were children with autism, 21.77 percent were children having multiple disabilities. Among all, a majority (21.77 percent) of the children with disabilities enrolled in the school were of multiple disability categories.

The theoretical aspects of education for children with disabilities and practices have made it clear that though there is a movement from special education to integrated education and inclusive education, the problems persist based on the current status. The government of India has enacted many legislations, Acts, schemes and policies for children with disabilities. However, the enrollment ratio of children with disabilities at the elementary level is not cent percent at the national and Karnataka state levels. We cannot achieve universalization of elementary education without the cent percent enrollment of CwD. Therefore, there is a need to study the problems of various stakeholders' concerns in imparting education for children with disabilities at

the elementary level. Perhaps a micro-level study, like this one, on children with disabilities is needed to understand their problems and needs from the grassroots level.

1.11 Rationale of the Study

For decades, Children with Disabilities were being neglected, considering that they were born due to bad karma, so they were deemed incapable of receiving education even though many famous Persons with Disabilities have made a noteworthy contribution to science, arts, literature and sports. For example, Stephen Hawking was diagnosed with Amyotrophic lateral sclerosis (ALS). As it progressed, voluntary control of muscles weakened, so he had severe locomotor disabilities, which did not hinder his intelligence. He was regarded as one of the notable physicists in the world. Ludwig van Beethoven is widely regarded as the greatest composer in music with visual, speech and hearing disabilities. Helen Keller, who had visual, speech and hearing disabilities from early childhood, became a graduate, travelled to many countries advocating for persons with disabilities and wrote many books. Suhas Lalinakere Yathiraj born in the state of Karnataka has impaired legs; the disability did not stop his dreams. He became an IAS officer of the 2007 batch Uttar Pradesh cadre. He became the first Indian bureaucrat to win a professional International Badminton championship. In addition, he has won medals in Paralympics. We could say that Persons with disabilities are not disabled; they are also like any other normal person who can achieve anything in this world.

National Policy on Education (1986) has set distinct prominence on eliminating disparities and equalizing educational opportunities by attending to the requirements of children with disabilities of those who have been denied Equality so far. The core objective was to integrate the children with physical and intellectual disabilities with the general community as equal partners, prepare for average growth and empower them to face life with courage and confidence. Due to the neglect of persons with disabilities and their needs, there were no severe efforts to carry out concrete research on disability, no substantial documentation in India and abroad in the nineteenth century. The British government did little work in educating children with disabilities till 1947. They had taken varying interests in the education and training of children with disabilities. They gave grants to schools and other institutions for imparting special education. It was charitable efforts that played a groundbreaking role in

education and social service (Gupta, 1984 cited in Mistry, H. S 2012). Research in the education of children with disabilities is a neglected part, which requires considerable support. (Jangira et al., 1988). Even though essential documents from the Government of India like the National Policy on Persons with Disabilities (2006) and the Rights of Persons with Disabilities Act (2016) support research in preventing and managing disability. Vyas (2010) and singal et al. (2011) revealed that in the present situation, the schools and classrooms were not inclusion ready and persons with disabilities should be made aware of rights and entitlements available for them. The researches in the areas of disability studies are very limited in India. To create inclusive education successfully and effectively implement the policies and schemes for persons with disabilities, concrete research should be carried out accordingly.

Universalization of Elementary Education (UEE) is one of the appreciated goals for national development; also, the development of every individual across the globe and efforts are being made to realize this goal. One of the difficulties in realizing the goal is the non-enrollment and non-retention of Children with disabilities. It is, therefore, necessary that Children with disabilities get more extensive consideration to benefit under the UEE goal. The enrollment of children without disabilities in 2019-20 is 10,46,82,222, whereas for children with disabilities is 19,06,498. It is about 1.82 per cent, in order to reach the cent percent enrollment and retention, a few questions need to be addressed why the enrollment of children with disabilities is not cent percent at the elementary level? What kind of problems do the stake holders face during implementation of existing policies and provisions? The present study attempts to find answers to these questions.

Based on the census (2011), the literacy rate of the disability population in Karnataka was 1.93 per cent of the total literacy population of Karnataka and 5.38 per cent of the complete literacy disability population of India.

Current study focus upon the enrollment and retention of children with disabilities at the elementary level, problems faced by the administrators while implementing the policies and provisions available for children with disabilities, another stakeholder, i.e., teachers' opinion towards the policies and provisions towards policies and provisions and problems faced by parents of children with disabilities while accruing the benefits from the government in the State of Karnataka. A study conducted by Yeo & Moore, (2003) reported that due to the suspected underreporting and differences in the definition of disability, it is hard to discern the exact numbers of the

total population of persons with disabilities. Therefore, the researcher felt that it is crucial to study the enrollment of children with disabilities in the elementary schools of Bangalore urban and rural districts to bring a comprehensive picture regarding the enrollment of children with disabilities in elementary education. Most children with disabilities are facing various problems at the elementary level in India. Regarding their issues, multiple studies have been conducted in India, but the researcher did not come across research focused on the problems faced by various administrators while implementing policies & provisions of children with disabilities in Inclusive Education in Bangalore Urban and Rural Districts. Barrett (2001) study revealed that the principal was vital in implementing inclusive practices. But what about problems faced by Head Masters, BRCC, CRCC, BIERTs while implementing inclusive education policies and provision at elementary schools is still unanswered. Therefore, it is also necessary to study the problems faced by the administrators at elementary schools while implementing inclusive education policies and provisions. Yan and Sin (2014) study revealed that teachers' attitude plays an important role to carry out inclusive education. Teachers' role is vital in implementing policies and provisions; therefore, it is equally important to study their opinion towards policies & provisions for children with disabilities. Anthony (2009) study revealed that parents of children with disabilities were not aware of actual diagnosis for their children's disabilities problems, their rights & entitlements. The study further revealed that implementing inclusive education is the only way to create awareness, bring in change and thus build an inclusive community. So it is the parents of children with disabilities who have a more crucial primary responsibility in receiving the benefits from the government for children with disabilities and help the child at every stage of life. Therefore, it is essential to study the problems faced by parents of children with disabilities while accruing the benefits from the government. Hence, in the light of the above, a researcher has been thought to undertake a study of children with disabilities at the elementary level with the focus on their enrollment and retention, policies and provisions available for children with disabilities, problems faced by administrators in implementing these policies and provisions, opinion of teachers regarding these policies and provision and difficulties faced by the parents of children with disabilities while getting these benefits emerged out of policies.

1.12 Research Questions

1. What is the present status of Children with Disabilities in Inclusive Education of Bangalore Urban and Bangalore Rural Districts in Karnataka?
2. To what extent the goals of Children with Disabilities in Inclusive Education have been attained.
3. What is the general perception of administrators, Teachers and Parents with respect to Children with Disabilities in Inclusive Education?

1.13 Statement of the Problem

A Study on Children with Disabilities in Inclusive Education in the Elementary Schools of Bangalore Urban and Rural Districts.

1.14 Objectives of the Study

1. To study the policies and provisions of Karnataka State Government for Children with Disabilities in Inclusive Education with respect to:
 - ☐ Objective
 - ☐ Target Group
 - ☐ Management Structure
 - ☐ Monitoring Mechanism
2. To study enrollment and retention of Children with Disabilities with respect to:
 - ☐ Gender
 - ☐ Class
 - ☐ Type of Disability
 - ☐ Level of Disability
 - ☐ Location
3. To study the problems faced by administrators in implementing the policies and provisions for Children with Disabilities in Inclusive Education.
4. To study the opinion of Teachers towards the policies and provisions for Children with Disabilities in Inclusive Education.
5. To study the opinion of Parents of Children with Disabilities towards the policies and programmes for Children with Disabilities in Inclusive Education with respect to:
 - ☐ Benefits received
 - ☐ Problems faced

1.15 Explanation of the Terms

- ❑ **Inclusive Education:** Education provided to Children with Disabilities in the general school and in a common classroom along with Children without Disabilities.
- ❑ **Elementary School:** The schools consisting of Standard I to Standard VIII with children with disabilities enrolled in the year 2017-18 and managed by the Government of Karnataka.
- ❑ **Administrators:** Administrators working in the state of Karnataka for implementation of Act, Policies and provisions for children with disabilities like Block Resource Centre Coordinator, Block Resource Persons, Cluster Resource Persons, Block Inclusive Education Resource Teacher and Head Masters/Mistress.
- ❑ **Teachers:** Teachers having a diploma in Education or Bachelor's degree in education and working as Teachers in government Elementary schools in year 2017-18.
- ❑ **Parents:** Parents or Guardians of Children with Disabilities who are studying in Government Elementary school.
- ❑ **Children with Disabilities:** Children having any one or more disabilities mentioned in the Rights of Persons with Disabilities Act 2016 and enrolled in general school during the year 2010-11 to 2017-18.

1.16 Operationalization of the Terms

- ❑ **Enrollment:** Children with disabilities enrolled in government elementary school from Class I to Class VIII in the year 2017-18 managed by the Government of Karnataka.
- ❑ **Retention:** Children with disabilities enrolled in government elementary school from the year 2010-11 to 2017-18 and the period of their stay in the school, irrespective of the Class the CwD joined at the time of admission.
- ❑ **Type of Disability:** Children having one or more disabilities like Visual Impairment, Speech disorder, Cerebral Palsy, Hearing Impairment, Locomotor Disability, Mental Retardation, Multiple Disabilities, Learning Disabilities, Autism and other disabilities specified in the Rights to Person with Disabilities Act 2016.

- ❑ **Level of Disability:** Children with disabilities with mild, moderate, severe and profound disabilities as certified by the recognized doctors by the government of Karnataka.
- ❑ **Location:** Children with disabilities are categorized into three groups based on the location of the enrolled school, Bangalore North district, Bangalore South district and Bangalore Rural district.

1.17 Delimitation of the Study

Elementary schools consisting of standard I to VIII with Children with disabilities enrollment in the year 2017-18 managed by the Karnataka state government was included in the present study. The private elementary schools were not included in the present study.