

# Policy to Practice towards Inclusive Education with Special Reference to Children With Special Needs (CWSN)

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**Abstract:** In India, education is free and compulsory up to the age of 14 years of students. Education is in a concurrent list. It is clearly directed in Article 45 of the Constitution that the provision of Universal, Free and Compulsory Education becomes the joint responsibility of the Centre and the States. The Constitution of India had provided equality of opportunity in educational institutions under Article 29(1). It states “No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them”. The Government of India has initiated many policies and programmes to provide education for all. Integrated Education, Special Education and Inclusive Education have emphasized to provide education to children with special needs. SSA, RMSA, RUSA and Right to Education have given equal importance to children with special needs along with general students. We have the best policies and programmes in the world. We need only effective and efficient implementation towards inclusive education with special reference to children with special needs. In the present paper an attempt has been made to expose the provisions for inclusive education in India and right suggestions for effective implementation for policies and programmes for inclusive education in India.

**Index Terms:** Policy, Practice, Inclusive Education and Children With Special Needs.

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## Introduction

*People with disabilities are vulnerable because of the many barriers we face: attitudinal, physical, and financial. Addressing these barriers is within our reach and we have a moral duty to do so..... But most important, addressing these barriers will unlock the potential of so many people with so much to contribute to the world. Governments everywhere can no longer overlook the hundreds of millions of people with disabilities who are denied access to health, rehabilitation, support, education, and employment—and never get the chance to shine.*

*...Stephen Hawking*

In India, education is free and compulsory up to the age of 14 years of students. Education is in a concurrent list. It is clearly directed in Article 45 of the Constitution that the provision of Universal, Free and Compulsory Education becomes the joint responsibility of the Centre and the States. The Constitution of India had provided equality of opportunity in educational institutions under Article 29(1). It states “No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them”. The Government of India has initiated many

policies and programmes to provide education for all. Integrated Education, Special Education and Inclusive Education have emphasized to provide education to children with special needs. SSA, RMSA, RUSA and Right to Education have given equal importance to children with special needs along with general students. We have the best policies and programmes in the world. Special care is needful for effective and efficient implementation towards inclusive education with special reference to children with special needs. Teaching the lives of all for ensuring their wellbeing is the basic rule of good governance and development. Targeted interventions are required for the upliftment of people in any disadvantaged position. In India, the disabled population is a significant section as they constitute 2.21% of the total population according to Census 2011. Statistics on disabled persons is important in view of the special measures required for facilitating their lives and it is possible through education only.

### **Special Education**

Special Education (also known as special needs education, aided education, exceptional education) is the practice of educating students with special educational needs in a way that addresses their educational differences and needs.

The formal education of children with disabilities began in India in 1869 when Jane Leupot, with the support of the Church Missionary Society, started a school for "blind students" in Benares (Miles, 1997). Miles also reported that the first formal school for children with intellectual and physical disabilities was established in the eastern part of India in Kurseong in 1918.

The education of children with disabilities in segregated settings continued well after India gained independence from Great Britain in 1947, with various non-government organizations assuming increasing responsibility for their education. By 1966 there were 115 schools for students with a visual impairment, 70 schools for students with a hearing impairment, 25 schools for students with an orthopedic disability and 27 schools for students with an intellectual disability (Aggarwal, 1994). According to Pandey & Advani (1997), by 1991 there were about 1,200 special schools for students with various types of disabilities in India.

### **Integrated Education**

The concept of integrated education arises as outcome of National Policy of Education, 1986 recommended to provide equal opportunity to all not only for access but also for success. Integration means 'mainstreaming' or 'normalisation'. 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 a placement of disabled children in ordinary schools with some specialized educational help and services.

Baquer & Sharma (1997) considered the passage of the PWD Act, 1995 as a landmark step in the history of rehabilitation services in India. They stated:

*“In a country like India the numbers of disabled are so large, their problems so complex, available resources so scarce and social attitudes so damaging, it is only legislation which can eventually bring about a substantial change in a uniform manner. Although legislation cannot alone radically change the fabric of a society in a short span of time, it can nevertheless, increase accessibility of the disabled to education and employment, to public buildings and shopping centres, to means of transport and communication”.* (p. 274)

### **Inclusive Education**

Inclusive Education implies all young learners, young people-with or without disabilities being able to learn together through access to common pre-schools and schools with an appropriate network of support services.

According to RPWD Act, 2016 “inclusive education” means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities.

Inclusive education, as defined in the Salamanca Statement 3 entails “recognition of the need to work towards “schools for all” - institutions which include everybody, celebrate differences, support learning, and respond to individual needs.”

### **Inclusive Education is not new for India**

The concept of inclusive education is a buzzing word in the present society. With the help of review of literature the investigator has identified that it is not new for India.

Caring for "the old, the sick and the disabled" is a part of the cultural heritage of India (Karna, 1999; Ministry of Welfare, 1997; Singh, 2001). Exploring the roots of welfare services for persons with disabilities, Karna states:

From time immemorial, it has been the part and parcel of the cultural heritage of India to provide help and sustenance to the poor and destitute. . . . The Hindu religion emphasized the value of compassion, charity, philanthropy and mutual aid. The guild system, as existed in ancient India, also contributed to the promotion of such practices for the disadvantaged strata of society. (p. 27)

The custom of joint family and kinship provided an in-built mechanism to support such practices. According to Miles (2000), rudimentary attempts to educate students with disabilities were made in India long before such attempts were made in Europe. He cites, for example, that specially adapted curricula was used 2000 years earlier as evidenced by children's toys that were excavated in diggings in Taxila. Also, the ancient "gurukul" system of education that existed in India for centuries was sensitive to the unique cultural, social, and economic needs of the students and their families and imparted life skills education recognizing the potential within each student (Singh, 2001). However, these educational and rehabilitation practices were lost during the colonial period (Singh, 2001).

## Objectives of the Study

The main objectives of the study are;

1. To expose the provisions for CWSN towards inclusive education in India
2. To make appropriate suggestions for effective implementation for policies and programmes for inclusive education in India.

## Delimitation of the Study

The study is limited to only secondary data only.

## Method of Study

For the present study the descriptive method was selected.

## Demography of Disabled Population

As per Census 2011, in India, out of the 121 Cr population, about 2.68 Cr persons are 'disabled' which is 2.21% of the total population. The percentage of disabled population among males and females are 2.41% and 2.01% respectively. In an era where 'inclusive development' is being emphasized as the right path towards sustainable development, focused initiatives for the welfare of disabled persons are essential. This emphasizes the need for strengthening disability statistics in the Country.

Among the disabled population 56% (1.5 Cr) are males and 44% (1.18 Cr) are females. In the total population, the male and female populations are 51% and 49% respectively.

Majority (69%) of the disabled population resided in rural areas (1.86 Cr disabled persons in rural areas and 0.81 Cr in urban areas). In the case of total population also, 69% are from rural areas while the remaining 31% resided in urban areas.

During 2001 – 2011, an increase in the number of disabled persons was observed both in rural and urban areas and also among males and females. The share of disabled persons in the total population, as well as in the male and female population also increased during this period.

The percentage of disabled 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 whereas, in urban areas, it increased from 1.93% to 2.17% during this period. The same trend was observed among males and females during this period.

The percentage decadal change in disabled population during 2001 -2011 is 22.4, whereas for the total population, the percentage decadal change is 17.7.

In India, 20% of the disabled persons are having disability in movement, 19% are with disability in seeing, and another 19 % are with disability in hearing. 8% has multiple disabilities.

Among the male disabled, 22% are having disability in movement, 18% each has disability in seeing/ in hearing while 8% of them suffered from multiple disability. In the case of the female disabled, 20% each has disability in seeing / in hearing, 18% has disability in movement and 8% of them are having multiple disability.

The percentage of disabled is highest in the age group 10-19 years followed by age group 20-29 years for both the male and female disabled persons.

Out of the total disabled in the age group 0-19 years, 20% are having disability in hearing followed by 18% with disability in seeing. 9% has multiple disabilities.

#### Disabilities among children (0-6 years)

The disability among children is a matter of serious concern as it has wider implications. The Census 2011 showed that, in India, 20.42 lakhs children aged 0-6 years are disabled. Thus, one in every 100 children in the age group 0-6 years suffered from some type of disability.

1.24% of the total children (0-6 years) are disabled. The percentage of male disabled children to total male children is 1.29% and the corresponding figure for females is 1.19%.

The proportion of disabled males to total males is higher than the corresponding proportion for females at all India and at rural and urban areas. The same pattern has been observed in the case of children (0-6) years.

The proportion of disabled to the total population for all ages is higher in rural areas for both males and females, while for children, the same is higher in urban areas.

23% of the disabled children (0-6 years) are having disability in hearing, 30% in seeing and 10% in movement. 7% of the disabled children have multiple disabilities. A similar pattern is observed among male and female disabled children.

#### Population of Persons with Disabilities

The broad data on disability as per census 2011 became available during finalization of this report. The population of persons with various disabilities as per census 2011 is as under:

Disability	Census in lakhs (%)
In Seeing	50.32 (18.8%)
In Hearing	50.71 (18.9%)
In Speech	19.98 (7.5%)
In Movement	54.36 (20.3%)
Mental Retardation	15.05 (5.6%)
Mental Illness	7.22 (2.7%)
Any Other	49.27 (18.4%)
Multiple Disability	21.16 (7.9%)
Total	268.10 (100%)

Source: Census-2011

## Policies and Programmes towards Inclusive Education

The Government of India has initiated many policies and programmes towards inclusive education with special reference to Children With Special Needs (CWSN).

### Constitutional Provision

It ensures for all its citizens equality before the law, nondiscrimination and the right to life and liberty (Article 14, 15, 19 and 21 respectively of the Constitution). These Articles do not specifically refer to persons with disabilities but are general in nature. The article 41 of the Directive Principles of the Indian Constitution supports the right to work, to education and to public assistance in certain cases including disablement. Further, article 45 commits to the provision of free and compulsory education for all children up to the age of 14 years. Based on this, the Constitution (86th Amendment) Act 2002, has been enacted by the parliament making education a fundamental right of all children in the age group of 6–14 years.

**Kothari Commission (1964–66):** The Kothari Commission officially first addressed issues of access and participation by all. It stressed a common school system open to all children irrespective of caste, creed, community, religion, economic condition and social status. In 1968, the National Education Policy followed the commission's recommendations and suggested the expansion of educational facilities for physically and mentally handicapped children, and the development of an 'integrated programme' enabling handicapped children to study in regular schools.

**National Policy on Education (NPE) – 1986:** The NPE brought the fundamental issue of equality centre stage. Section 4.9 of the policy clearly focuses on the needs of the children with disabilities. "The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures will be taken in this regard:

- Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others;
- Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children;
- Adequate arrangements will be made to give vocational training to the disabled;
- Teachers' training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children and Voluntary effort for the education of the disabled will be encouraged in every possible manner".

**Integrated Education of Disabled Children (IEDC) – 1974:** The Government of India's appreciation of the need to integrate children with disabilities came in 1974, when the Union Ministry of Welfare launched the

centrally sponsored scheme of Integrated Education of Disabled Children (IEDC). In 1982, this scheme was transferred over to the then Department of Education of the Ministry of Human Resource Development.

The centrally sponsored scheme of Integrated Education of the Disabled Children provides educational opportunities for the disabled children in common schools, to facilitate their retention in the school system, and also to place in common schools, such children already placed in special schools after they acquire the communication and the daily living skills at the functional level.

**Plan of Action (POA) – 1992:** The NPE was followed by POA (1992). The POA suggested a pragmatic principle for children with special needs. It postulated that a child with disability who can be educated in a general school should be educated in a general school only and not in a special school. Even those children who are initially admitted to special schools for training in plus curriculum skills should be transferred to general schools once they acquire daily living skills, communication skills and basic academic skills.

**Rehabilitation Council of India Act (RCI–1992):** The POA was strengthened by the enactment of the RCI Act, 1992. Experience showed that there was no mechanism in the country to standardize and monitor the training of special educators and other rehabilitation professionals in the country. Therefore, in 1992, Parliament of India enacted the RCI Act, subsequently amended in 2000, to establish a statutory mechanism for monitoring and standardizing courses for the training of 16 categories of professionals required in the field of special education and rehabilitation of persons with disability.

Training of special educators and resource teachers that can offer support services to children with disabilities in regular schools is the responsibility of RCI.

**Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995:** The most landmark legislation in the history of special education in India is the Persons with Disabilities (Equal opportunities, protection of rights & full participation) Act, 1995. This comprehensive Act covers seven disabilities namely blindness, low vision, hearing impaired, loco motor impaired, mental retardation, leprosy cured and mental illness. Chapter V (Section 26) of the Act, which deals with education, mentions that the appropriate Governments and the local authorities shall:

- Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years;
- Endeavour to promote the integration of students with disabilities in the normal schools;
- Promote setting up of special schools in governments and private sector for those in need of special education, in such manner that children with disabilities living in any part of the country have success to such schools;
- Endeavour to equip the special schools for children with disabilities with vocational training facilities.

**National Trust Act – 1999:** In 1999, the Indian Parliament passed an Act entitled “National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability. This Act seeks to protect and promote the rights of persons who, within the disability sector, have been even more marginalized than others. Though the National Trust Act of 1999 does not directly deal with the education of children with special needs, one of its thrust areas is to promote programmes, which foster inclusion and independence by creating barrier free environment, developing functional skills of the disabled and promoting self-help groups.

**Project for Integrated Education for the Disabled (PIED):** In 1987, to fulfill the provisions for disabled children in the NPE (1986), the government launched the Project for Integrated Education for the Disabled (PIED). It was a joint venture of MHRD and UNICEF. It states ‘wherever feasible, the education of children with motor handicaps and other mild handicaps will be in common with that of others’.

**District Primary Education Programme (DPEP):** The success of PIED led to the inclusion of the component of Integrated Education of the Disabled (IED) in DPEP, a scheme launched in 1994 by the Government of India for the development of elementary education. At present, IED in DPEP is going on in 242 districts of 18 states. In these states, approximately 6.21 lakh children with special needs have been enrolled in regular schools with adequate support services.

**The Sarva Shiksha Abhiyan (SSA) – 2000-01:** SSA has been operational since 2000-01 in partnership with state governments to achieve the goal of Universalisation of Elementary Education. This adopts a ZERO rejection policy and uses an approach of converging various existing schemes and programmes. It covers the following components under education for children with disability –

- Early detection and identification.
- Functional and formal assessment.
- Education placement.
- Aids and appliances.
- Support services.
- Teacher training.
- Resource support.
- Individual Educational Plan (IEP).
- Parental training and community mobilisation.
- Planning and management.
- Strengthening of special schools.
- Removal of architectural barriers.
- Research.



- Monitoring and evaluation.
- Girls with disability.

**Ministry of Human Resource Development (MHRD) Action Plan (2005):** An outline of MHRD action plan is presented below:

- a) To complement and supplement IEDC and Sarva Shiksha Abhiyan programmes in the movement from integration to inclusion.
- b) Enrolment and retention of all children with disabilities in the mainstream education system. (Free and compulsory education from 0 to 14 under draft Bill/free education 0 to 18 yrs under PWD Act).
- c) Providing need based educational and other support in mainstream schools to children in order to develop their learning and abilities, through appropriate curricula, organizational arrangements, teaching strategies, resource and partnership with their communities.
- d) Support higher and vocational education through proper implementation of the existing reservation quota in all educational institutions and creation of barrier free learning environments.
- e) Disability focused research and interventions in universities and educational institutions.
- f) Review implementation of existing programmes, provisions to identify factors leading to success or failure of the drive towards enrolment and retention of children with disabilities in mainstream educational settings. Address administrative issues arising out of review.
- g) Generating awareness in the general community, activists and persons working in the field of education and more specifically among parents and children that the disabled have full rights to appropriate education in mainstream schools and that it is the duty of those involved in administration at every level including schools to ensure that they have access to education.
- h) Ensure enrolment and intervention for all children with special needs in the age group 0-6 years in Early Childhood Care and Education Programs.
- i) Facilitate free and compulsory elementary education for children with special needs in the age group 6-14 (extendable to 18 yrs.) in mainstream education settings currently under the Sarva Shiksha Abhiyan (SSA) ( SSA is a governmental program shared by both union and state governments for achieving universal elementary education in India by 2010) .
- j) Facilities for transition of young persons with disability wishing to pursue secondary education.
- k) Ensuring physical access of children and youth with disabilities in schools and educational institutions by enforcing the requirement for provisions of universal design in buildings and provide support in transportation.
- l) Development of national norms for Inclusive Education, to set standards of implementation, training, monitoring and evaluation for the program.

- m) Provide inputs in all pre-service and in-service training for mainstream and special education teachers to enable them to work with children with disability in an inclusive education system.
- n) Appropriate Resource Services support through appointment of special educators, rehab professionals, provision of resource rooms, etc to support mainstream schoolteachers in the classrooms.
- o) Put in place an effective communication and delivery system for specific delivery of TLM, aids and appliances, hardware/software.
- p) Participation in sports, co-curricular activities, to promote all round ability development.
- q) Ensuring physical access for young persons with disabilities (18 plus age group) in all colleges and educational institutions by enforcing the requirement for provisions of universal design in buildings and provide support in transportation.

In discussing the efforts in curricular development and reform, **National Curriculum Framework (NCF) 2005** underscores the significance of making curriculum “an inclusive and meaningful experience for children” stating “this requires a fundamental change in how we think of learners and the process of learning.” Attending to curriculum to define the classroom culture and the approach to the teaching-learning processes is thus a significant aspect of teacher’s work in fostering inclusivity in their work with students.

**Right to Education (2009)** stated that every child from age 6-14 years (including children with disability) shall have a right to free and full time elementary education of satisfactory and equitable quality in any formal government school. The Right of Children to Free and Compulsory Education Act, 2009, commonly known as RTE Act, 2009 was finally passed by the parliament on the 26th August, 2009 (notified on February 16, 2010 to come into effect from April 1, 2010). This act puts the responsibility of ensuring enrolment, attendance and completion on the government. The RTE Act tries to safeguard the rights of the children belonging to the disadvantaged groups and the weaker sections, protect them from any kind of discrimination and ensure their completion of elementary education. As per Amendment in the RTE Act (2010), children with disabilities have been included in the definition of child belonging to disadvantaged group in the Section 2(d) of the RTE Act. The landmark step mentioned in this Act that Section 12(1/C) mandates for private unaided and specified category schools to admit at least 25% of its entry level class from children belonging to weaker and disadvantaged groups.

**National Curriculum Framework for Teacher Education (NCFTE) 2009** stated that Teacher education institutions need to reframe their programme courses to include the perspective, concept and strategies of inclusive education.

**NCTE Regulations (2014-15)** recommended that ICT, Yoga Education, Gender and Disability/Inclusive Education are integral part of each programme curriculum.

- The issue of Multi category teacher training programme was decided to be taken up after the Rights of Persons with Disability bill, 2013 is passed by the parliament.
- Specialization papers of B.Ed.Spl.Ed (MR) & (LD) and M.Ed.Spl.Ed (MR) & (LD) were revised.
- Discussed the possibility of Diploma in Education (Special and inclusive education) to move away from disability centre course to a course promoting cross disability courses.
- Course duration of B.Ed. and M.Ed. Special Education will be two academic years from 2015-16.
- Introduced Post Graduate Diploma in Auditory Verbal Training instead of Post Graduate Certificate course.

### **The Rights of the Persons with Disabilities Act, 2016**

The Rights of the Persons with Disabilities Act, 2016 came into effect on 28<sup>th</sup> December, 2016. The United Nations Convention on the Rights of Persons with Disabilities, 2006 is the driving force for the present act in India.

The appropriate Government and the local authorities shall take measures to ensure that the women and children with disabilities enjoy their rights equally with others. In the present act the word disability was defined as *“disability means a person with long term physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others”*.

This act was concentrated on social model to identify

#### ***Education (Section 16)***

The appropriate Government and the local authorities shall endeavour that all educational institutions funded or recognised by them provide inclusive education to the children with disabilities and towards that end shall—

- i. admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others;
- ii. make building, campus and various facilities accessible;
- iii. provide reasonable accommodation according to the individual’s requirements;
- iv. provide necessary support individualised or otherwise in environments that maximise academic and social development consistent with the goal of full inclusion;
- v. ensure that the education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication;
- vi. detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them;
- vii. monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability;

- viii. provide transportation facilities to the children with disabilities and also the attendant of the children with disabilities having high support needs.

***Specific measures to promote and facilitate inclusive education (Section 17):***

The appropriate Government and the local authorities shall take the following measures for the purpose of section 16, namely:—

- a) to conduct survey of school going children in every five years for identifying children with disabilities, ascertaining their special needs and the extent to which these are being met: Provided that the first survey shall be conducted within a period of two years from the date of commencement of this Act;
- b) to establish adequate number of teacher training institutions;
- c) to train and employ teachers, including teachers with disability who are qualified in sign language and Braille and also teachers who are trained in teaching children with intellectual disability;
- d) to train professionals and staff to support inclusive education at all levels of school education;
- e) to establish adequate number of resource centres to support educational institutions at all levels of school education;
- f) to promote the use of appropriate augmentative and alternative modes including means and formats of communication, Braille and sign language to supplement the use of one's own speech to fulfill the daily communication needs of persons with speech, communication or language disabilities and enables them to participate and contribute to their community and society;
- g) to provide books, other learning materials and appropriate assistive devices to students with benchmark disabilities free of cost up to the age of eighteen years;
- h) to provide scholarships in appropriate cases to students with benchmark disability;
- i) to make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities such as extra time for completion of examination paper, facility of scribe or amanuensis, exemption from second and third language courses;
- j) to promote research to improve learning; and
- k) any other measures, as may be required.

**Draft of National Educational Policy, 2016:** The MHRD has taken care about inclusive education in her draft 'Some Inputs for Draft: National Education Policy, 2016'. The draft pointed out that *'The present education system especially in rural areas is not creating a heterogeneous environment for inclusive education to cater to the educational needs of children with special needs and socially backward communities. Though in recent decades, access to education has improved even in rural areas, students coming from socially or economically weaker segments suffer significant handicaps relating to inequality in learning opportunities, often stemming from sociological and circumstantial factors'*.

## Progress in 2015-16 towards Inclusive Education

1. 4519 assessment camps conducted.
2. 155373 CWSN have been provided assistive devices.
3. 174397 CWSN provided transport support, and 181343 CWSN provided escort support.
4. 181657 CWSN provided therapy support
5. 9634 CWSN provided surgical support
6. 25008 visually impaired children provided Braille books.
7. 59340 low vision children provided large print books.
8. 115439 teachers given training on curricular adaptations.

36 States/ UTs have appointed 20910 resource persons. 777 NGOs (30 states) are currently involved in the IE programme under SSA. By and large all the States have extensively utilized the expertise of NGOs in the areas of assessment of CWSN, teacher training and material development.

Section 29 of the Right to Education (RTE) Act lays emphasis on learning through activities, discovery and exploration in a child friendly and child centered manner; making the child free of fear, trauma and anxiety and helping the child to express views freely; and comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability. Further it emphasizes on the inclusive approach that needs to be adopted by every classroom teacher while teaching in a mainstream classroom having children with special needs.

Based on this approach, the School Education & Literacy Department had instructed NCERT to develop exemplar material for teachers teaching CWSN at the primary and upper primary level. 33.01 lakh CWSN under SSA have been provided assistive devices through various modes.

## Suggestions

During past few decades there have been numerous changes in our society towards management and treatment of children/people with disability. The identification of disability has been changed from medical model to social model. At present society is playing a major role in the lives of children with special needs. With the help of review of related literature the investigator has made the following suggestions for effective implementation of policies and programmes towards Inclusive Education with special reference to children with special needs.

1. **Change of Attitude:** Disability is not in the individual but in the community. Disability is not a burden; is not inability; is not an obstacle to success; and is not a curse. Disability is simply an alternative form.
2. **Provision of Knowledge/Information:** Many teachers, administrators and public do not know about the policy provisions of children with disability towards inclusive education. There is a need to provide

all types of information (training, education and employment) of children with disabilities at social institutions.

3. **Aware of Rights and Fight for Rights:** According to the Constitution of India '*all are equal and have equal rights*'. In Indian society only few people are aware of their rights. Only few people among them are fighting for their rights. It is very essential to organize awareness camps to inculcate the value of fight for right.
4. **Will to Work:** There is an even number of good policies and programmes are there to achieve the goal of 'Education for All'. Many countries in the world are better than India in effective implementation of their policies. There is a lack of will to work in India to achieve this goal. Many organizations viz., NCERT, NUEPA, NCTE and RCI are working to provide education for all. The MHRD has initiated SSA and RMSA to achieve this goal. Still we are not in a position to reach. There is need of strong will through hard work to achieve this goal.
5. **Strong Co-ordination:** There is a lack of co-ordination between and among the organizations to provide inclusive education. It is very common to hear 'it is not my duty' and 'it is not under my purview' from authorities side to get justice.
6. **Stop to Blame others:** It is very common in our society to blame others. Many officials are wasting time by blaming others instead of doing their own business.
7. **Social Awareness and Responsibility:** It is the duty of society to take work from officials and institutions. At present the social media is playing a major role to influence the public. Provision of education for all is a social responsibility. The public participation is very less in policy planning/making, policy implementation and policy evaluation. All the policies and programmes are connected by other policies and programmes. At the same time the same policies and programmes are disconnected by organization during implementation because of internal reasons. It is better to work together to provide inclusive education for all. Without social awareness and responsibility it is very difficult to achieve this goal.

## Conclusion

The teachers in an inclusive school have to teach all children together in a class. It is the responsibility of the school to provide a flexible curriculum that can be accessed by all students including CWSN. It is important that the school should provide enabling experiences so that children experience success in learning and achievement up to their potential. This is only possible if the teachers respond to the diversities present in an inclusive classroom through curriculum adaptations. In recent years, increasing focus on inclusion has brought significant attention from educators, policy-makers, researchers and economists, to schools and classrooms in India. Constitutional provisions, legal mandates such as the Right to Education (RTE), 2009,

Persons with Disabilities (PWD) Act, 1995, Right of the Persons with Disabilities Act, 2016 and policy measures to make improvements in India's education system, accessed by over 125,059,229 students as per UDISE (Unified District Information System for Education), 2013) are being implemented. The aim of all these initiatives is to enable effective academic and social participation of CWSN (Children with Special Needs). India has the best policies and programmes towards inclusive education with special reference to children with special needs. The foremost duty of teachers, administrators, social institutions and parents is to implement the policies and programmes effective to achieve the goal of education for all through inclusive education. There is an urgent need to move from policies to practice to achieve the noble goal of education for all through inclusive education with special reference to children with special needs.

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