

UNIT - I

Historical and modern perspectives on Inclusion

Meaning, Definition - Characteristics of special education - History of special education - Scope of special Education - Principles of Special Education - Teacher's role in special Education - Factors affecting inclusion - Present situation of special Education in India

Introduction

Inclusive Education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. It is one of the most effective ways in which to promote an inclusive and tolerant society. It is known that 73 million children of primary school age were out of school in 2010, down from a high of over 110 million out of school children in the mid-1990s, according to new estimates by the UNESCO Institute for Statistics (UIS). About Eighty percent of Indian population lives in rural areas without provision for special schools. It means, there are an estimated 8 million children out of school in India (MHRD 2009 statistics), many of whom are marginalized by dimensions such as poverty, gender, disability, and caste. Today, what are the needs and challenges for achieving the goal of inclusive education? How will an inclusive environment meet the needs of children with disabilities? How quality education can be effectively and efficiently delivered for all children? Therefore, inclusive schools have to address the needs of all children in every community and the central and state governments have to manage inclusive classrooms. Keeping in view these questions, this article

discusses in detail the concept of inclusive education, including importance challenges and measures to implement inclusive education in India.

Around the world, children are excluded from schools where they belong because of disability, race, language, religion, gender, and poverty. But every child has the right to be supported by their parents and community to grow, learn, and develop in the early years, and upon reaching school age, to go to school and be welcomed and included by teachers and peers alike. When all children, regardless of their differences, are educated together, everyone benefits. This is the cornerstone of inclusive education.

This unit provides an input for the learners about the inclusive education, special education, integrated education and mainstream education. This unit also offers an opportunity to the learners to understand the difference of impairment, disability and handicap. After learning this unit, surely you will understand the difference of integrated, mainstream and inclusive education.

Inclusive Education

Inclusive education is educating **ALL** students in age-appropriate general education classes in their neighborhood schools, with high quality instruction, interventions and supports so all students can be successful in the core curriculum. Inclusive schools have a collaborative and respectful school culture where students with disabilities are presumed to be competent, develop positive social relationships with peers, and are fully participating members of the school community.

Inclusive education has grown from the belief that education is a basic human right and that it provides the foundation for a more just society. All learners have a right to education, regardless of their individual characteristics or difficulties. Inclusive education initiatives often have a particular focus on those groups, which, in the past, have been excluded from educational opportunities. These groups include children living in poverty, those from ethnic

and linguistic minorities, girls (in some societies), children from remote areas and those with disabilities or other special educational needs. The latter are often the most marginalized both within education and in society in general. Traditionally, disabled children and those with other special educational needs have experienced exclusion, discrimination and segregation from mainstream education and their peers. Some are placed in separate classes or schools; many have been denied access to education of any sort.

Inclusive education is not only concerned with disabled children, or with finding an alternative to segregated special schooling. Inclusive education encourages policy-makers and managers to look at the barriers within the education system, how they arise and how they can be removed.

Concept of Inclusive Education:

Inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued. Inclusive education values diversity and the unique contributions each student brings to the classroom. In a truly inclusive setting, every child feels safe and has a sense of belonging. Students and their parents participate in setting learning goals and take part in decisions that affect them. And school staffs have the training, support, flexibility, and resources to nurture, encourage, and respond to the needs of all students. Inclusive education means different and diverse students learning side by side in the same classroom. They enjoy field trips and after-school activities together. They participate in student government together. And they attend the same sports meets and plays.

Meaning of Inclusive Education:

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend

most or all of their time with non-disabled students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities.

Inclusive education is about looking at the ways our schools, classrooms, programs and lessons are designed so that all children can participate and learn. Inclusion is also about finding different ways of teaching so that classrooms actively involve all children. It also means finding ways to develop friendships, relationships and mutual respect between all children, and between children and teachers in the school. Inclusive education is not just for some children. Being included is not something that a child must be ready for. All children are at all times ready to attend regular schools and classrooms. Their participation is not something that must be earned.

Inclusive education is a way of thinking about how to be creative to make our schools a place where all children can participate. Creativity may mean teachers learning to teach in different ways or designing their lessons so that all children can be involved. As a value, inclusive education reflects the expectation that we want all of our children to be appreciated and accepted throughout life. Inclusive education differs from the 'integration' or 'mainstreaming' model of education, which tended to be concerned principally with disability and special educational needs, and learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Feeling included is not limited to physical and cognitive disabilities, but also includes the full range of human diversity with respect to ability, language, culture, gender, age and of other forms of human differences.

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

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

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

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

Effective common learning environments:

- Enable each student to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen educational setting;
- Provide a positive climate, promote a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals;
- Are responsive to individual learning needs by providing sufficient levels of support and applying student-centered teaching practices and principles.

- Common learning environment: an inclusive environment where instruction is designed to be delivered to students of mixed ability and with their peer group in the community school, while being responsive to their individual needs as a learner, and used for the majority of the students' regular instruction hours.
- The term inclusion is an International buzz word in education and Indian education has no exception.
- The Universal Declaration of human rights, the United Nations General Assembly charter, and United Nations Convention on the rights of the child all acknowledged education as a human right.
- It may also be seen as a continuing process of breaking down barriers to learning and participation for all children and young people.

Definition of Inclusive Education:

According to Simone Aspis, "Inclusive Education should create opportunities for all learners to work together."

According to National Education's Ministry Regulation, "Inclusive education is an educational system that provides opportunities for special needs and talented students to pursue education at mainstream schools along with other neuro-typical or "normal" students.

According to UNESCO, "Inclusion is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education.

It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children".

Aims and Objectives of Inclusive School:

- Education for all
- Protection of rights
- Identification of skills
- Development of social consciousness
- To prepare for new challenges
- Development of brotherhood
- To improve quality of education
- To ensure that no child is denied admission in mainstream education.
- To ensure that every child would have the right to access an Anganwadi and school.
- To ensure that mainstream and specialist training institutions serving persons with disabilities in govt. and non-govt. sector.
- To provide home based learning.
- To promote distance education.
- To facilitate access of disabled student from rural and remote area.
- To emphasize job-teaching and job-oriented vocational training.
- To promote an understanding of the paradigm shift from charity to development.

Challenges

- Enrolment and retention of all children with disabilities in the mainstream education system.
- Providing need based education and other support in mainstream schools to children in order to develop their learning and abilities.
- Support higher and vocational education through proper implementation of the existing reservation quota in all educational institutions and creation of barrier free learning environment.
- Disability focused research and interventions in universities and educational institutions.

Need and Importance of Inclusive Education

- ❖ To fulfill the constitutional responsibilities
- ❖ To enable children to stay with their families
- ❖ For the development of healthy citizenship
- ❖ For achieving the universalization
- ❖ Developing feeling of self respect
- ❖ For the use of modern technology
- ❖ For social equality
- ❖ Self reliant

Characteristics of Inclusive School:

The inclusive school characteristics listed below were derived from Lipsky and Gartner's Quality Indicators of an Inclusive Environment (2008):

School Climate

- Responsibility for all students is shared among all staff.
- The school environment supports teachers in working collaboratively (e.g., common planning time, co-teaching).

Curriculum, instruction, and assessment

- Students with special learning needs may receive instruction in the general education classroom and participate in extracurricular activities with necessary supports.
- All students participate in state and district assessments with needed or approved adaptations and modifications and their data are used for accountability purposes and subsequent decision making.
- All staff participate in developing and implementing a school-wide behavior plan.
- A team approach ensures that each student receives the appropriate help when needed.

Staff development

- Professional development activities are aimed at building capacity by enhancing the skills of all staff to promote students' access to the general education curriculum.

Support services

- Clinical and support staff are integral members of the school community.

Parent involvement

- School personnel actively involve parents, including those of students with disabilities and those from diverse backgrounds, in all school activities.
- Staff use multiple approaches to reach different subsets of parents.

Community involvement

- School personnel make a concerted effort to reach out to all community members, leaders, and organizations.

Resources

- Resources are available throughout the school, not just in specialized settings or classrooms.
- School personnel collaborate and serve as resources for each other.

School self-evaluation

- School personnel measure their school's progress toward addressing the needs of all students.

Comprehensive education plan

- School's planning documents and processes address the needs of all students in the areas listed above.

Problems faced by students:

- Inferiority complex
- Lack of understanding
- Adjustment problem
- Isolated and segregated
- Lag behind

- Feeling of Extra burden
- Insecurity
- Lack of expression
- Introvert nature
- Negative approach
- Shyness

History of Inclusive Education:

- The District Education Programme , 1985
- The National Policy on Education, 1986
- The Project Integrated Education for the Disabled, launched in 1987
- The person with Disabilities Act, 1995
- The Integrated Education for Disabled Children Scheme, launched in 1974
- The Sarva Shiksha Abhiyan, 2000
- Making all schools "disabled-friendly" by 2020 (march, 2005)

SPECIAL EDUCATION

Special education refers to a range of educational and social services provided by the public school system and other educational institutions to individuals with disabilities who are between three and 21 years of age. Special education is designed to ensure that students with disabilities are provided with an environment that allows them to be educated effectively. Disabilities that qualify for special education include physical disabilities, such as deafness or blindness; mental disabilities, such as Down's syndrome and autism; medical conditions, such as oxygen dependence or traumatic brain injury; learning deficits, such as dyslexia; and behavioral disorders, such as attention deficit hyperactivity disorder (ADHD) and conduct disorders.

Special education (also known as special needs education, aided education, vocational education, and limb care authority education) is the practice of educating students with special educational needs in a way that addresses their individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. These interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and their community, than may be available if the student were only given access to a typical classroom education.

Common special needs include learning disabilities, communication disorders, emotional and behavioral disorders, physical disabilities, and developmental disabilities. Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, or a resource room. Intellectual giftedness is a difference in learning and can also benefit from specialized teaching techniques or different educational programs, but the term "special education" is generally used to specifically indicate instruction of students with disabilities. Gifted education is handled separately. Whereas special educations designed specifically for students with special needs, remedial education can be designed for any students, with or without special needs; the defining trait is simply that they have reached a point of under preparedness, regardless of why. The opposite of special education is general education. General education is the standard curriculum presented without special teaching methods or supports.

In 1975, the Education for All Handicapped Children Act (EHCA) mandated that states provide a "free and appropriate public education" (FAPE) to all students, including those with physical, mental, or behavioral disabilities. This special education must include a comprehensive screening and diagnosis by a multi-

disciplinary team and the development of an annual Individualized Education Plan (IEP) for each student, outlining academic and behavioral goals, services to be provided, and methods of evaluation. The student's parents must consent to initial screening and must be invited to participate in all phases of the process. In 1997, the Individuals with Disabilities Education Act (IDEA) expanded special education services by mandating that all children with disabilities regardless of the type or severity of their disability between the ages of three and 21 years.

INTEGRATED EDUCATION

Integrated education traditionally refers to the education children with special needs in mainstream settings. Disabled people of all ages and/or those learners with 'Special Educational Needs' labels being placed in mainstream education settings with some adaptations and resources, but on condition that the disabled person and/or the learner with 'Special Educational Needs' labels can fit in with pre-existing structures, attitudes and an unaltered environment. For example: the child is required to "fit in" to what already exists in the school. With the release of the Salamanca Statement in 1994 (UNESCO), a large number of developing countries started reformulating their policies to promote the inclusion of students with disabilities into mainstream schools. While a large number of developed now have policies or laws promoting "inclusive education," a number of developing countries continue to provide educational services to students with disabilities in "segregated" schools. Typically, inclusive education means "that students with disabilities are served primarily in the general education settings, under the responsibility of regular classroom teacher. When necessary and justifiable, students with disabilities may also receive some of their instruction in another setting, such as resource room". Historically, many educational systems have adopted an integrated education model as an interim approach in the move towards inclusive education. In the "Integrated education" model

"Whenever possible, students with disabilities attend a regular school".

With the passage of The Persons with Disabilities Act in 1996, India has joined the few countries that have legislation to promote integrated education. This is a landmark step as India has now overcome a major legislative hurdle. A number of unique challenges still need to be overcome in order to implement the key objectives enshrined in the legislation. Attitudinal barriers engrained as part of India's historical response to disability must be changed through education programs for both teachers and the general populace. These programs require financial and collaborative commitment from key national and state education stakeholders, and partnership with universities to support research-based initiatives. Success in achieving integrated education will ultimately depend on how Indian educators and educational systems can collaborate to deal with difference in India's culturally charged context.

MAINSTREAMING EDUCATION

Mainstreaming is an educational method that includes many different kinds of learners in the same classroom, instead of separating students according to their learning abilities. The term mainstreaming was first used in the 1970s and describes classrooms where students with disabilities and students who do not have disabilities are together. The purpose of mainstreaming is to give every student a typical classroom experience. In any classroom setting, the teacher needs to be able to meet every student's needs. In a mainstreamed classroom, meeting every student's needs is more challenging because there are many different types of learners. Teachers who have mainstreamed classes are trained to provide different things for different students, making sure there is something for everyone. The aim of mainstreaming is to give special education students the opportunity to gain appropriate socialization skills and access to the same education as regular education students while still allowing them access to resource rooms and special education classrooms.

Mainstreaming, in the context of education, is the practice of educating students with special needs in regular classes during specific time periods based on their skills. This means regular education classes are combined with special education classes. Schools that practice mainstream believe that students with special needs who cannot function in a regular classroom to a certain extent "belong" to the special education environment. Access to a special education classroom, often called a "self-contained classroom or resource room", is valuable to the student with a disability. Students have the ability to work one-on-one with special education teachers, addressing any need for remediation during the school day. Many researchers, educators and parents have advocated the importance of these classrooms amongst political environments that favor their elimination.

Mainstreaming vs. Inclusion

"Mainstreaming" and "Inclusions" are two different academic programs meant for IEP students. "IEP" stands for "Individualized Education Program." It is a legal document which describes a particular educational program required and designed specifically for a child's unique requirements and needs. Although the terms "mainstreaming" and "inclusion" may be used interchangeably at times, they are in fact two very different movements. The controversy of mainstreaming vs. inclusion stems from a difference in understanding why a student with disabilities should join a general education classroom when possible.

Mainstreaming	Inclusion
Expectations from a child:	Expectations from a child:

<p>"Mainstreaming" refers to children with an IEP attending a regular classroom for their social and academic benefit. These students are expected to learn the same material as the rest of the class but with modifications in the course and adjustments in the assessment. (Mainstreaming requires the IEP students to attend a regular classroom and they are expected to show improvement in social skills and academic performance)</p> <p>(Inclusion requires IEP students to attend regular classrooms for their own benefit not necessarily showing any improvement)</p>	<p>Inclusion refers to children with an IEP attending a regular classroom for their social and academic benefit, but these children are not expected to learn the same material as the rest of the class. They have their own individualized material, and they are not expected to show improvement as per the class. They are basically "included" in the class so that they have the opportunity to be with the students of their same age and have the chance to get the same education.</p>
<p>Support in teaching:</p> <p>A mainstreamed child does not have any other help in the classroom except for the teacher. The support they get is in the form of modifications in the course.</p> <p>For example, if a child is dyslexic and has problems in reading or writing, they are occasionally given individualized reading sessions. Their reading</p>	<p>Support in teaching:</p> <p>The students in inclusion classrooms have a team supporting them. The regular teacher is given tips on how to help the child with special needs. There are specialists like speech therapists and physical therapists who help the teacher understand the needs of the child.</p>

<p>material is simplified, and they are given simplified writing assignments.</p> <p>(Mainstreaming requires a child to deal and adjust in the class on his own) teacher is advised to know how to handle technologies and equipment which assist a special needs child.</p>	<p>(Inclusion classrooms have a team of specialists supporting the child.)</p>
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Meaning and Definition of Special Education:

Special Education in its simple meaning stands for a type of education that is quite specific and special in nature. Thus through its name

Definition of Special Education:

According to KIRK & GALLAGHER (1986): "When youngsters in the same class room are remarkably different, it is difficult for the teacher to help them reach their educational potential without some kind of assistance. The help that the schools devise for children who differ significantly from the norm is called special education"

According to YSSELDYKE & ALGOZZINE (1990): "Special education is the instruction designed for students with special learning needs. Some of these have difficulty in the regular classrooms; they need special education to function in school. Others generally do well in regular classrooms; they need special education to help them master additional skills to reach their full potential in short. Special education is evidence of society's willingness to recognize and respond to the

individual needs of student and the limits of special school programmers to accommodate these needs".

Objectives of Special Education:

- For all round development in their personality.
- To make familiar with their abilities & capacities.
- Guidance for parents.
- Bring educational opportunities at the doorstep.
- Make independent.
- Help in adjustment in environment.
- Change the attitude towards them.
- Provide appropriate education, personal & vocational guidance.
- Utilize contribution for the progress of country.
- Aware about their rights & facilities provide by government.

Nature and Characteristics of Special Education:

- All children attend their neighbourhood school.
- Schools and districts have a 'zero-rejection' policy when it comes to registering and teaching children in their region.
- All children are welcomed and valued.
- All children learn in regular, heterogeneous classrooms with same-age peers.
- All children follow substantively similar programs of study, with curriculum that can be adapted and modified if needed.
- Modes of instruction are varied and responsive to the needs of all.
- All children contribute to regular school and classroom learning activities and events.
- All children are supported to make friends and to be socially successful with their peers.

- Adequate resources and staff training are provided within the school and district to support inclusion.

History of Special Education:

Background of Special Education

The concept "Children with Special Educational needs" is of British origin. Prior to 1944 provision of education was made on the basis of a specific handicap i.e., usual hearing impairment, essentially through charitable initiatives. The emphasis was more on training than on education. Originally, provision for children with sensory and physical disabilities and mental handicaps was made and subsequently extended to those with emotional and behavioural problems.

After World War II an increasing amount of research was directed at children with Special Education needs, particularly in the USA. The current definition of Special Educational needs is widely considered to constitute a major change from the previous framework based on educational handicap. The concept of Special Education Needs (SEN) is more positive as it is concerned with everything — as well as resources and constraints.

The early history of Special Education started with hearing handicapped as early as 1555 when Spanish monk taught children to read write, speak and learn academic subjects

Juan Pablo Bonet 1620 developed one-handed manual name alphabet used even today. Helen Keller and Graham Bell worked tirelessly for the deaf.

Education of blind began in France in 1784 by Valentin Hany. Louis Braille (1809-1852) blind from childhood himself developed the system of Braille using raised dots to represent letters of alphabets.

Education of children with MR began by French Physician Dr. Itard (1775-1855) to educate an 11 year boy found living as savage in woods. This technique was followed by Maria Montessori 1870-1952 in Italy. Special Education expanded rapidly after World War II both in numbers and types of children served.

Historical Context

A Pre-Independence Overview of Education for the Handicapped

Historically, organised attempts to educate blind children were made in India when Christian missionaries established schools. The first school for blind children was established by an English missionary known as Annie Sharp in Amritsar in 1887. Interestingly enough, throughout the nineteenth century, an unknown number of blind children were casually integrated with sighted children picking up whatever they could from oral repetition, which was the major tool of pedagogy. Priscilla Chapman remarked on a blind girl in Calcutta in 1826, who 'from listening to the other children got by heart the Gospel' (Chapman, 1839, as mentioned in Miles, 1996).

Due to insufficient documentation, researchers in the past 50 years, both 'Indian and foreign, are poorly informed about India's 'Special Educational needs and disability issues in the nineteenth century. Until about 1947, the then provincial governments had taken sporadic interest in the education and training of the handicapped, usually by giving adhoc grants to schools and other institutions for the handicapped, and it emerges that it was voluntary effort that played a pioneering role in the field of education and social service (Gupta, 1984).

In 1944 in England, the Education Act or the Butler Act was passed universalizing education. At about the same time in India, in 1944, the Central the Advisory Board of Education (CABE) published a comprehensive report on the post-war-educational development of the country, popularly known as the Sang Report. In this report, provisions for the handicapped were to form an essential of the national system of education and were to be administered by the education department. Whenever possible, the report stated, handicapped children should not be segregated from normal children. Only when the nature and extent of their defect make it necessary, should they be sent to special schools (Sargent Report, 1944: Chapter IX). The CABE report goes on to point out that governments in

India, whether central or provincial, had shown little interest in this subject and had left it almost entirely to voluntary effort.

- Provision for the mentally or physically handicapped should form an essential part of a national system of education and should be administered by the education department.
- Hitherto in India, governments have hardly interested themselves at all in this branch of education; what has been done has been due almost entirely to voluntary effort.
- Wherever possible, handicapped children should not be segregated from normal children. Only when the nature and extent of their defect make it necessary, should they be sent to special schools or institutions. Partially handicapped children should receive special treatment at ordinary schools.
- Particular care should be taken to train the handicapped, wherever possible, for remunerative employment and to find such employment for them after-care work is essential.
- In the absence of any reliable data it is impossible to estimate what would be the cost of making adequate provision for the handicapped in India; 10 percent of the total expenditure on basic and high schools has been set aside for special services, which include such provision, and it is hoped that this will suffice (Sargent Report 1944).

We see, therefore, that the board was guided by the fundamental principle that children with disabilities should not, if it can possibly be helped, be segregated from normal children; only when the nature or extent of their defect makes it necessary should they be sent to special schools or institutions. Post-Independence Scenario

The Kothari Commission, 1964-1966

In 1964, the Kothari Commission was the first education commission which brought up the issue of children with special needs in the Plan of Action (Gupta,

1984; Jangira, 1995) and again gave strong recommendations for including children with special needs into ordinary schools. The education of handicapped children has to be organised not merely on humanitarian grounds of utility. Proper education generally enables a handicapped child to overcome largely his or her handicap and make him a useful citizen. Social Justice also demands it. It must be remembered that the Constitutional directive on compulsory education includes handicapped children as well.

There is much in the field that we could learn from the educationally advanced countries which in recent years have developed new methods and techniques, based on advances in science and medicine. On an overall view of the problem, however, we feel that experimentation with integrated programmes is urgently required and every attempt should be made to bring in as many children in integrated programmes.

Scope and Role of Special Education in the Society:

- Every special child receives an appropriate and free public education.
- Special education can also provide the child with related services such as transportation, occupational, and physical therapy, and psychotherapy
- Child with a learning disability needs a little extra time, care which is been provided in special education programs that are so important to the health of children's educational future
- These children's feel left out in the society, special education helps them to regain their confidence and build trust that they have the ability to compete with rest of the world.
- Special Education programs encourage them that they can also have the possibility of having a bright future.
 - It helps them to be independent and not depending on someone.
 - It also helps them to develop themselves so that they are no more burden on their families and the on the society.

- **Facilitate Academic Progress.** Special education programs facilitate academic progress by providing the least restrictive environment and tailoring instruction and assessment to the individual.
- **Teach Life Skills.** Some special education programs are geared toward teaching life skills, such as dressing, personal hygiene, safety, handling money and day to day decision making.
- **Modify Student Behavior.** Special education programs also teach behavior that is appropriate and acceptable by society.
- **It is need of the time to expand the special education services so that the maximum number of special population may be benefited.**

Principles of Special Education:

1. Zero reject
2. Nondiscriminatory Identification & Evaluation
3. Free, Appropriate Public Education (FAPE)
4. Least Restrictive Environment (LRE)
5. Due Process Safeguard
6. Parents & Students Participation

Zero Reject

- School must educate all children with disability.
- No rejection on the basis of color, native, sex, disability, mother tongue etc...
- Rule against excluding any student.
- Cannot exclude no matter how severe the disability.

Non Discriminatory Identification and Evaluation

- Rule requiring schools to evaluate students fairly to determine if they have a disability, & if so, what kind of extensive or disability they have.

- An appropriate evaluation provides information to be used to determine the child's eligibility for special education and related services & the educational needs of the child & set the curriculum accordingly.
- Without subjecting a child to unnecessary tests & assessments.
- Requires states & local agencies to evaluate students in such a way that strengths & weakness are revealed.

Free Appropriate Public Education (FAPE)

- FREE education of each child with disability must be providing at public expense under the age of 21.
- APPROPRIATE education is determined on an individual basis.
- PUBLIC school system must educate students with disabilities, respond to their individual needs, & help them plan for their future.
- EDUCATION act that guarantees that children with disability will receive a public education include special education & related services.

Least Restrictive Environment (LRE)

- LRE means students the special needs will be educated with students who are not disabled.
- Rule requiring schools to educate students with disabilities with nondisabled students to the maximum extent appropriate.
- One of the most important & controversial element of special education reform.
- School may not remove student from general education unless he/ she cannot be educated successfully there.

Due Process Safeguard

- The rights of children with disabilities & their parents are protected.
- All information needed to make decisions about the provision of a FAPE of the student is provided to parents of children with disability.
- Parents have to right inspect & review their child's educational records.

Parents and Students Participation

- Equal participation in decision making process.
- The right to receive notice.
- The rights to give ideas for certain activities such as evaluations, changes in placement & release of information to others.
- The right to participate in all meetings concerning their child's special education.

Principles of Inclusive Education:

The following are the principles that guide quality inclusive education:

- **All children belong:**

Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. Inclusive education is about children with disabilities - whether the disability is mild or severe, hidden or obvious - participating in everyday activities, just like they would if their disability were not present. It's about building friendships, membership and having opportunities just like everyone else.

- **All children learn in different ways:**

Inclusion is about providing the help children need to learn and participate in meaningful ways. Sometimes, help from friends or teachers works best. Other times, specially designed materials or technology can help. The key is to give only as much help as needed.

- **It is every child's right to be included:**

Inclusive education is a child's right, not a privilege. The Individuals with Disabilities Education Act clearly states that all children with disabilities should be educated with non-disabled children their own age and have access to the general education curriculum.

Importance of Inclusive Education:

Inclusive systems provide a better quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together. Education that excludes and segregates perpetuates discrimination against traditionally marginalized groups. When education is more inclusive, so are concepts of civic participation, employment, and community life. Inclusive education (when practiced well) is very important because:

- All children are able to be part of their community and develop a sense of belonging and become better prepared for life in the community as children and adults.
- It provides better opportunities for learning. Children with varying abilities are often better motivated when they learn in classes surrounded by other children.
- The expectations of all the children are higher. Successful inclusion attempts to develop an individual's strengths and gifts.
- It allows children to work on individual goals while being with other students their own age.
- It encourages the involvement of parents in the education of their children and the activities of their local schools.
- It fosters a culture of respect and belonging. It also provides the opportunity to learn about and accept individual differences.
- It provides all children with opportunities to develop friendships with one another. Friendships provide role models and opportunities for growth.

Teacher's role in special education:

Teachers are the key actor to successfully implementing special education. Proper knowledge and educational qualifications are required from them as well as a high commitment to students' individual needs.

- Interaction with family
- To be able to solve their problem
- To develop new learning strategies
- To be able to develop self confidence
- To be able to provide special facilities
- To be able to look after their personal needs
- To be able to recognize their hidden talents
- To inculcate positive attitude in the able-bodied children
- evaluating and reporting on students' progress
- collaborating with students and their parents to plan, create, and sustain a safe learning environment
- collaborating with other professional and auxiliary personnel
- planning instruction for the class and for individual students implementing the goals and objectives of the Individual Education Plan and making revisions as necessary
- communicating with parents about their children's education
- coordinating and managing information provided by support personnel (speech therapists, social workers, etc.)
- supervising and coordinating the work of teaching assistants
- adapting their teaching style, activities, and curriculum to facilitate each student's success

Factors affecting inclusion:

The following factors are affecting the inclusion in the classroom

- **Expense:**

Funding is a major constraint to the practice of inclusion. Teaching students with disabilities in general education classrooms takes specialists and additional staff to support students' needs. Coordinating services and offering individual supports to children requires additional money that many school districts do not have, particularly in a tight economy. Inadequate funding can hinder ongoing professional development that keeps both specialists and classroom teachers updated on the best practices of inclusion.

- **Mis-Information:**

Some of the greatest factors associated with inclusion in education are negative attitudes. As with society in general, these attitudes and stereotypes are often caused by a lack of knowledge and understanding. The attitudes and abilities of general education teachers and Para educators in particular can be major limitations in inclusive education. Training teachers and Para educators to understand and work with children with disabilities is often inadequate, or it may be fragmented and uncoordinated. If educators have negative attitudes toward students with special needs or have low expectations of them, children will unlikely receive a satisfactory, inclusive education.

- **Accessibility:**

Obviously, a student with a disability cannot learn in an inclusive classroom if he cannot enter the room, let alone the school building. Some schools are still inaccessible to students in wheelchairs or to those other mobility aides and need elevators, ramps, paved pathways and lifts to get in and around buildings. Accessibility can go beyond passageways, stairs, and ramps to recreational areas, paved pathways, and door handles. A student with cerebral palsy, for instance, may not have the ability to grasp and turn a traditional doorknob. Classrooms must be able to accommodate

a student's assistive technology devices, as well as other furniture to meet individual needs.

- **Educational Modifications:**

Just as the environment must be accessible to students with disabilities, the curriculum must facilitate inclusive education, too. General educators must be willing to work with inclusion specialists to make modifications and accommodations in both teaching methods and classroom and homework assignments. Teachers should be flexible in how students learn and demonstrate knowledge and understanding. Written work, for example, should be limited if a student cannot write and can accomplish the same or similar learning objective through a different method.

- **Cooperation:**

One of the final factors associated with inclusion education is a lack of communication among administrators, teachers, specialists, staff, parents, and students. Open communication and coordinated planning between general education teachers and special education staff are essential for inclusion to work. Time is needed for teachers and specialists to meet and create well-constructed plans to identify and implement modifications the, accommodations, and specific goals for individual students. Collaboration must also exist among teachers, staff, and parents to meet a student's needs and facilitate learning at home.

These are just five factors that can affect students with disabilities in a general education classroom. Only a deep understanding of these factors, and other issues that hinder inclusion, and the elimination of them will make true inclusion a reality for all children to learn together.

Barriers in Inclusive Education:

- ☐ Negative approach

- ❑ Lack of physical facilities
- ❑ Lack of funds
- ❑ Lack of trained teachers
- ❑ Social discrimination
- ❑ Emotional problems
- ❑ Educational problems

Present situation of special education in India:

Similar to Western countries, the early origins of special education in India started with Christian missionaries and nongovernmental agencies which stressed a charity model of serving populations such as the visually, hearing, and cognitively impaired. However after its independence from Great Britain in 1947, the Indian government became more involved in providing educational, rehabilitation, and social services. Thus over the past four decades, India has moved gradually toward an inclusive education model. This chapter discusses the implementation of such a model related to the prevalence and incidence rates of disability in India as well as working within family environments that often involve three to four generations. Also included are challenges that an inclusive education system faces in India, namely, a high level of poverty, appropriate teacher preparation of special education teachers, a lack of binding national laws concerned with inclusive education, a dual government administration for special education services, and citizens' and special education professionals' strong concern about whether inclusive education practices can be carried out.

PREVALENCE OF DISABILITY IN INDIA

According to a UNICEF Report on the Status of Disability in India (2000), there were around 30 million children that had some form of disability. AJAY DAS AND RINA SHAH disabilities. Another report, the sixth All-India Educational Survey reported that of India's 2,000 million school aged children (6-14 years), 20 million require special needs education (Rehabilitation Council of India (RCI) 2000).

Although these numbers show a large discrepancy, it is clear that there are a large number of students with special needs that require appropriate educational services. Recognizing the large number of special needs population and regional disparities, the Government of India (GoI) initiated policy reforms and strategies for special needs and inclusive education. The educational system in India has witnessed many changes after the coveted independence from Great Britain in 1947.

GOVERNMENT'S EFFORTS IN PROVIDING SERVICES.

The efforts of the GoI over the last four decades have been toward providing a comprehensive range of services for the education of children with disabilities. In particular, inclusive education has been the focus of delivery of instruction to the students with disabilities in the country. In considering the educational provisions made for students with special educational needs in India, states that while the agenda for inclusion in the West is concentrated mainly on the inclusion of students with physical and intellectual disabilities and those whose learning difficulties are due largely to emotional and behavioral factors, in India the focus extends beyond such groups. They also include children who are educationally deprived due to social and economic reasons, for example, street children, girls in rural areas, children belonging to scheduled castes and scheduled tribes, as well as various minorities and groups from diverse social, cultural, and linguistic backgrounds. According to Jha, all these children are considered to have special needs. He argues that what is called "special needs" in Britain would be considered the "normal needs" of a large minority of children in India. Hence, the terminology, which has its origins in the medical world of diagnosing the disability in the West, cannot explain the educational deprivation of large numbers of children in the developing countries.

The Indian Education Commission

The Indian Education Commission, widely known as the Kothari Commission (Kothari, 1966), was the first statutory body which highlighted the issue of children with disabilities in the Plan of Action in 1964. It made strong recommendations for including children with disabilities into regular schools. Elaborating on the allocation of funds for handicapped children, the commission proposed that The Ministry of Education should allocate the necessary funds and NCERT should establish a cell for the study of handicapped children. The principal function of the cell would be to keep in touch with the research that is being done in the country and abroad and to prepare material for teachers. The Commission emphasized that

- (a) The education of children with disabilities should be "an inseparable part of the general education system" and
- (b) It should be organized, not merely on humanitarian grounds, but also on grounds of utility.

Moreover, the Commission set specific targets for four categories of disability to be achieved by 1986: education for about 15 percent of the blind, the deaf, and orthopedically handicapped and 5 percent of the mentally retarded.

The Ministry of Welfare

The Ministry of Welfare launched the scheme for Integrated Education for Disabled Children (IEDC) to overcome some of the difficulties faced by the special education system in the country, particularly, limited coverage and a lack of qualified and trained teachers. The Central Government provided 50 percent financial assistance to the State Governments for the implementation of the IEDC in regular schools. The objectives of the IEDC included the retention of children with disabilities in the regular school system, preschool training for children with disabilities, and counseling for parents. One hundred percent financial assistance was offered by the central government to:

- provide facilities for children with disabilities for books and stationery, uniform, transport allowance, readers' allowance for blind children, and boarding and lodging charges for these children residing in hostels;
- setting up of resource rooms;
- resource teacher support in the ratio of 1:8 in respect of all disabled children except those with locomotor disabilities;
- survey for identification of disabled children and their assessment;
- purchase and production of instructional material;
- training and orientation of resource teachers and school administrators; and
- salary of persons working in an IEDC Cell at the state level to implement and monitor the program. Until 1990, the scheme was implemented in 14 states.

The Ministry of Information and Broadcasting

In 1999, the Ministry of Information and Broadcasting reported that the scheme was being implemented in 26 states and union territories benefiting over 53,000 students enrolled in 14,905 schools. It has been noted that among all the states, Kerala has shown significant progress in implementing this scheme where 4,487 schools were implementing IEDC and serving 12,961 children. The overall lack of success of this scheme was attributed to a lack of coordination among various departments toward its implementation.

The 1980s The IEDC scheme was followed by the seminal year of International Year for the Disabled Persons (IYDP) in 1981. The United Nations established that all countries should frame legislation for people with disabilities and that was the major thrust of the year. India was one of the first signatories to the resolution proclaiming **the year 1981 as the "International Year for the Disabled Persons."**

The GoI in its Sixth Five-Year Plan (1980-1985) considered inclusive education for children with disabilities as a priority. Subsequent increased funding for inclusive education and supplementary policies, legislation, and programs indicate the government's dedication in this sphere. In particular, the provision of inclusive education as an integral part of the education system by the GoI is reflected in the National Policy of Education (NPE) (Ministry of Human Resource Development, 1986) and Project Integrated Education for the Disabled (PIED) (Ministry of Human Resource Development, 1987).

National Policy on Education, 1986

The 1986 NPE was a major initiative of the GoI toward inclusive education for students with disabilities (RCI, 2000). It envisaged a meaningful partnership between the union and states (National Council of Educational Research and Training (NCERT), 2000). The NPE, under its all-encompassing objective of "Equal Education Opportunity," proposed the following measures for the education of children with disabilities:

- (i) "wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with others;
- (ii) special schools with hostels will be provided, as far as possible at district headquarters, for severely handicapped children;
- (iii) adequate arrangements will be made to give vocational training to the disabled;
- (iv) teachers' training programs will be reoriented, in particular for teachers of primary classes, to deal with special difficulties of handicapped children, by including a compulsory special education component in pre-service training of general teachers (Dasgupta, 2002); and

- (v) voluntary effort for the education of the disabled will be encouraged in every possible manner” .

Integrated education programmes

The success of the PIED project led to an increased commitment by the Department of Education to integrate students with disabilities. An external evaluation of this project in 1994 showed that, not only the enrollment of children with disabilities increased noticeably, but also the retention rate among children with disabilities was higher (approximately 95 percent) than the nondisabled children in the PIED blocks. In addition, results of the project showed that the achievement of children with disabilities was found to be at par with children without disabilities in both scholastic and non-scholastic activities in schools. The 1990s During this period, the GoI spurred various projects, schemes, and legislations to reinforce inclusion programs. Some of the initiatives were:

- the National Policy of Education-Plan of Action (NPE-POA) (1990-1992);
- the District Primary Education Programme (DPEP) (Ministry of HumanResource Development, 1994); and perhaps the most significant of these initiatives was the passage of the landmark legislation, The Persons with Disabilities Act of 1995.
- NPE (1986) was revised in 1992 and is referred to as the NPE-POA (Ministry of Human Resource Development, 1992).
- The revised act resulted from criticism of the 1986 NPE, namely, due to its lack of commitment to the universalization of elementary education for all children, especially for those with disabilities.

In contrast, the1992 NPE-POA reemphasized the principle of integration by stating that those children who may be enrolled in a special school for the acquisition of daily living skills, plus curriculum skills, communication skills, and basic academic skills should be subsequently integrated in regular schools. In

addition, all basic education projects, such as, non formal education, adult education, vocational education, and teacher education schemes, which are funded by the central government, should adhere to the principle of integration (Ministry of Human Resource Development, 1992). Two important features pertaining to training issues in the NPE-POA (1992) were:

- it focused on the need for incorporating a module on the education of children with disabilities as an integral component in training for educational planners and administrators; and
- it upgraded teacher education, especially for primary school teachers by introducing the "concept of teacher accountability" to the students, their parents, the community, and to their profession as part of teacher training programs.

Approximately 40 billion rupees were budgeted to fund this program in 149 districts, in 14 states. **The multiple components of the DPEP were:**

- environment building, development of innovative designs for primary schools, and removal of architectural barriers in existing schools;
- the development of teaching-learning materials and research;
- provision for regular in-service teacher training conducted by the DIET and the State Council of Educational Research and Training (SCERT);
- activities related to community mobilization;
- provision for early detection, functional assessment, the use of specialized aids and appliances, and the implementation of individualized educational plans; and
- resource support at block/district level with regards to availability of funding for educational aids and appliances as well as placement of a program officer at the DPEP district project office. In addition, non-

formal /alternate schooling incorporating a flexible curriculum, informal evaluation criteria, and flexible timings would be promoted.

Furthermore, an advisory resource group would be formed at the state and national level to guide the overall efforts as well as to provide technical and academic support to integrated education under DPEP. The other significant components of this program were its emphasis to:

- actively promote the different government agencies and nongovernmental organizations (NGOs) at various levels to work in synchronization;
- to keep a track of student enrollment, retention, drop-outs, and gender-wise specifications through case-studies and statistical records to be compiled annually; and
- start primary schools in every village to address the issues of out-of school children and early marriages.

An evaluation of the DPEP indicated that innovative and practical interventions introduced by the DPEP significantly improved access and retention, as well as quality of education of all students. In the last decade of the millennium, the turning point in the educational provisions for children with disabilities in India was brought about by the enactment of the landmark legislation titled, The Persons with Disabilities (Equal Opportunities, Protection of Rights, and Full Participation) Act of 1995 (Ministry of Law Justice and Company Affairs, 1996).

The Centrally Sponsored Scheme of Sarva Shiksha Abhiyan (Education for All movement) (SSA), which was implemented in 2000, set time-bound targets for the achievement of Universal Elementary Education (UEE) by 2010. With a premise of "zero rejection," the program provided support for the inclusion of children with disabilities in regular schools at the elementary level. SSA provided an assistance of rupees, namely, 1,200 per special needs child per annum. This money was allocated toward assistive devices, materials in alternative learning

formats, and anything else that would assist children with disabilities to be included in mainstream classrooms. Under the scheme, over 2 million children with disabilities were identified and over 1.5 million children with disabilities in the age group 6-14 years were enrolled in regular schools. Under SSA, a continuum of educational options, learning aids and tools, mobility assistance, support services, etc. was made available to students with disabilities. This included education through an open learning system and open schools, alternative schooling, distance education, special schools, wherever necessary home-based education, itinerant teacher model, remedial teaching, part time classes, Community Based Rehabilitation (CBR), and vocational education.

CURRENT CHALLENGES FOR INCLUSIVE EDUCATION IN INDIA

The movement toward inclusive education has become a major focus in recent education reform in India. In spite of the government's efforts in the 573 Special Education Today in India last four decades, less than 1 percent of children with disabilities are educated in inclusive setting.

India's unique problems and characteristics such as poverty, the absence of a binding law for inclusive education, a lack of resources, and its unique cultural and social back-ground are daunting obstacles to the inclusion of children with disabilities into the regular education setting. A high level of poverty in India has been a real challenge for the implementation of inclusive education. In spite of recent economic developments, poverty is rampant in India. Poverty is also an obstacle to the improvement in educational opportunities for children with disabilities in India. The large numbers of children with disabilities live in families where family income is significantly below the poverty level. Many of these children become a part of the child labor force not due to choice but out of compulsion to meet the basic needs of their family. This notion severely restricts

educational opportunities for a vast majority of children let alone children with disabilities.

Another significant challenge for the successful implementation of inclusive education in India is the lack of binding laws. There have been several legislations such as PWD Act, RTE Act, and others that have been passed in India which focus on inclusive education. However, in absence of binding clauses such as "zero reject," "least restrictive environment," "due process," and others included in the Individuals with Disabilities Education Improvement Act (IDEIA) which was passed by the United States Congress in 2004, the provisions made in the PWD Act and others did not yield the required outcome in terms of creating equitable educational opportunities for children with disabilities in India. In absence of binding laws, the legislations passed in India emphasizing inclusive education remains nothing but a hollow and empty promise. The lack of resources has been a major hurdle in the implementation of inclusive education in India.