

UNIT - II

POLICY AND PROGRAMME FOR INCLUSIVE EDUCATION

Challenges and prospects of Inclusive Education -Disability - five year plan allotment - Kothari Commission 1964 -National Education Policy, 1968 - NPE, 1986 - Special Educational Needs and Disability Act 2001 - Disability Discrimination Act 1995 - Persons with Disability Act (PDA) 1995- - RTE Act 2009 - Rights of the child UNESCO, 1989 - Rights of Persons with Disabilities UNESCO, 2006 - national level practices on education of Children with disabilities DPEP, - SSA - Policies and legislative measures pertaining to the disabled - Service programme for the disabled.

International scenario

International organisations , United Nations being the prominent of them, have focused their efforts on the needs of persons with disabilities and their better education and living.

The Declaration on the Rights of Disabled Persons was a declaration of the General Assembly of the United Nations, made on 9 December 1975. **World Conference on Special Needs Education, Salamanca, 1994** and **The UN Council on Rights of Persons with Disabilities (UNCRPD)**, 2006 have been landmarks in the global efforts in the path of inclusion and empowerment of persons with disabilities.

Indian Scenario

Looking back into our country's history, the Sargent Report, 1944 written prior to independence and the Kothari Commission (1964- 1966) signal the government's approach of integration of children with disabilities with other children. This was reiterated in the National Policy of Education (1986). The RCI Act (1992) and National Trust Act (1999) were the subsequent major legislations

in this field. The Persons with Disabilities Act, 1995 (PWD Act) has been a landmark in the path of legislations in welfare of people with disabilities. This act has been replaced by the Rights of Persons with Disabilities Act 2016.

Constitutional Provisions

It is stated in the preamble of the Constitution of India that people of India solemnly resolved to constitute India as a Sovereign, Socialist, Secular and Democratic, Republic which secures to *all* its citizens right to Justice; Liberty; Equality; and Fraternity. The Constitution guarantees Fundamental Rights to all its citizens. There are specific provisions in the Constitution of India that ensure social justice and empowerment to all citizens including "persons with disabilities" and other disadvantaged and marginalized groups.

Legislations, Policies and Programmes

Over the years, the government of India (GoI) has launched various programmes and schemes dedicated to fulfilling the education and inclusion of children with disabilities. India became signatory to the Salamanca Statement, 1994 and with it came the incorporation of the term 'inclusive education' in various official documents and reports of GoI. There have been several attempts by the Government in the form of Acts, Rules and Regulations, Policies and Guidelines for the welfare of persons with disabilities. The legislative framework for the protection of the rights of persons with disabilities is covered by the following Acts:

Challenges and prospects of Inclusive Education:

Inclusive education is a developmental approach seeking to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalizations and exclusion. An increasing number of publications, policy papers, workshops, etc., have supported the ideology of inclusion. Some organizations and people, however, doubt whether the ordinary classroom can provide quality education for disabled children.

The new challenge to inclusive education is to meet the needs of all children with and without disability in the general classroom. It is not an easy process and requires a lot of struggle and commitment to overcome attitudinal and social barriers. One of the determinant factors refers to attitudes of the community towards persons with disabilities and inclusion. A limited understanding of the concept of disability, negative attitude towards persons with disabilities and hardened resistance to change are the major barriers impeding inclusive education. The following are some of the challenges of Inclusive Education.

Identification and Screening:

Assessment is a multifaceted process of gathering information by using appropriate tools and techniques in order to make educational decisions about placement and the educational program for a particular child. Appropriate adaptations and modifications must be made available to assure valid and reliable findings. Since children's needs change from month to month and from year to year, the regular periodic assessment must be conducted.

Individualized Educational Plan:

After the child's needs have been assessed and determination of eligibility for special education services has been made, the staffing team is responsible for the development in writing, and maintenance of an individualized educational plan (IEP). The Individualized Educational Plan is the primary document that outlines specific plans for the eligibility process and any further information collected by multidisciplinary specialists and by both special and regular teachers can assist with the development of the Individualized Educational Plan. Realistically, the special education teacher will have to conduct further curriculum-based assessments to gather the types of instructionally useful data

to be able to develop appropriate goals and objectives and to know where to begin instruction.

Physical Environment of Learning:

The physical environment (classroom layout and appearance, classroom arrangement, furniture arrangement, etc) contribute a lot to promote the active-learning method. The physical environment in a classroom can challenge active-learning. There should be adequate well-maintained and furnished classrooms to effectively conduct the teaching-learning process. Therefore the place where the child is positioned in the class, the way the classroom materials are arranged, the effects of sound environment and the condition of a building play a vital role in enhancing or retarding the teaching-learning process of visually impaired children.

Teaching Methods and Procedures:

Methods are a means of conveying ideas and skills to impart and acquire a certain subject matter in a more concerted and comprehensive way. Methods describe conceptually the instructional process, that is not only how information gets from the teacher to the learner but also how the learner, use it, interact with it, receives guidance and is given feedback. No learning can occur if the students passively sit. The student must actively respond; must participate. Because education is a human experience acquired in the process of man's interaction with his physical, and social environment. Basically, the method of teaching concerns the way teachers organize and use techniques of teaching, subject-matter, teaching tools, and teaching materials to meet teaching objectives.

Disability:

The 21 disabilities are given below: -

1. Blindness

2. Low-vision
3. Leprosy Cured Persons
4. Hearing Impairment (deaf and hard of hearing)
5. Locomotor Disability
6. Dwarfism
7. Intellectual Disability
8. Mental Illness
9. Autism Spectrum Disorder
10. Cerebral Palsy
11. Muscular Dystrophy
12. Chronic Neurological Conditions
13. Specific Learning Disability
14. Multiple Sclerosis
15. Speech and Language Disability
16. Thalassemia
17. Hemophilia
18. Sickle Cell Disease
19. Multiple Disabilities including Deaf-Blindness
20. Acid Attack Victims
21. Parkinson's Disease

Five-year plan allotment:

Five-Year Plans (FYPs) are centralized and integrated national economic programs. Joseph Stalin implemented the first FYP in the Soviet Union in the late 1920s. Most communist states and several capitalist countries subsequently have adopted them. China and India both continue to use FYPs, although China renamed its Eleventh FYP, from 2006 to 2010, a guideline (guihua), rather than a plan (jihua), to signify the central government's more hands-off approach to

development. India launched its First FYP in 1951, immediately after independence under socialist influence of first Prime Minister Jawaharlal Nehru.

1st Five year plan (1951-1956):

The First Five-Year Plan was one of the most important because it had a great role in the launching of Indian development after the Independence. Thus, it strongly supported agriculture production, education and it also l

In 1951-52 the policy for planned development was adopted for the first time in the country. Out of the total state allocation of Rs.101.15 lakhs for the First Five Year Plan and amount of Rs.43 Lakhs was allocated for University Education. However, the actual expenditure was Rs.62 lakhs during the period. During this plan period main emphasis was on construction and also reorientation of the education system. The construction of Gauhati University building was taken up during the period and an amount of Rs.43 lakhs was allocated for the purpose.

Second Five Year Plan (1956-1961):

Period the total state plan allocation for General Education was Rs.608.09 Lakhs. Out of this Rs.66.50 Lakhs was for University Education and the expenditure was Rs.54.90 Lakhs. In the second plan improvement rather than expansion was the guiding factor in the field of Higher Education.

The construction of the building of the Gauhati University undertaken during the first plan period was completed. To maintain the Higher Secondary and Multipurpose Schools with qualified teaching staff, schemes like deputation for Post-Graduate course were taken up. For the first time Govt. approved the regular scale of pay to the teachers of non-Govt. Colleges.

A Govt. Post-Graduate Training College for training of Secondary teachers was established at Jorhat.

Third Five Year Plan (1961-1966):

Total allocation was fixed at Rs.85 Lakhs for University Education and the expenditure was Rs.104.80 Lakhs. In this Plan emphasis was laid on teaching of Science in the post graduate level. The highlights of the third plan were establishment of Board of Secondary Education, State Institute of Education, Dibrugarh University, removal of disparity of pay and allowances of Aided Institutions with that of Govt. Institutions etc. In other words teachers got covered by equal benefits of pay and D.A. at Govt. rate. Sanskrit Education was also reorganized in the state. This scheme envisaged the establishment of 50 reorganized Tols and establishment of a Sanskrit College. The scheme was implemented in a phased manner and 18 tols were covered during the third plan period.

During the three adhoc plan periods the tempo of National development that was inherited from the third plan was maintained. The allocation for general Education including cultural Programmes was Rs. 463.63 Lakhs and the expenditure was Rs. 444.68 Lakhs.

For University Education the provision was Rs. 156.22 lakhs and expenditure was Rs.138.96 lakhs. During the period under review construction of building of Science College at Jorhat was taken up.

The Fourth Five Year Plan (1969 - 1974):

Allocation was fixed at Rs.1,575 Lakhs for general Education including cultural programmes. The expenditure was Rs.1559.46 Lakhs. For University Education Fourth Plan allocation was Rs.470.29 Lakhs but the expenditure was only Rs.405.02 Lakhs.

In the fourth Plan the emphasis was shifted from rapid expansion to consolidation and qualitative improvement. Considering the low percentage of trained teachers in the secondary stage, necessary provision has been made for expansion and strengthening of existing B.T. Colleges and establishment of new B.T. Colleges during the Plan period. The main highlights of development during

the 4th Plan period are the introduction of the new schooling pattern with effect from 1973 in the light of the recommendation of the Kothari Commission. Subsequently, keeping in line with the introduction of above schooling pattern in the secondary schools the University authority has taken a decision to convert the one year Pre-University into a two year class.

Fifth Five Year Plan (1974 - 1978):

The Fifth Five Year Plan and the annual plan 1979-80, an amount of Rs. 369.18 Lakhs were spent for University and Collegiate Education.

In the field of Collegiate Education, 61 colleges have been brought under deficit system of grant-in-aid and 45 non-Govt. colleges under adhoc recurring system of Grant-in-Aid.

During the plan period, 250 additional posts of lecturers were created for non-Govt. colleges. A Govt. Law College was established during 1975-76. Post Graduate Classes were opened in selected subjects.

The Govt. provided assistance to setup the 'Guru-Nanak Chair' and to start pre-examination course in Guwahati University.

Grant was sanctioned to Assam Science Society during 1979-80 for setting up "Institute of Advance Studies". During this period 27 Madrassas and 4 Sanskrit Tols were brought under full system of grant-in-aid.

The Sixth Five year plan (1980 - 1985):

Outlay for various sub-sectors under General Education in respect of programmes under the erstwhile Directorate of Public Instruction was Rs.2,199 Lakhs of which Rs. 901.57 Lakhs was for Higher Education. The expenditure in respect of Higher Education during the 6th Plan was Rs. 829.30 Lakhs.

Seventh Five Year Plan (1985 - 1990):

The agreed outlay for the Seventh Five Year Plan 1985-90 was Rs.1,430 Lakhs for programme under Higher Education. During the Seventh Plan period 24 colleges 9 part (Stream) Colleges were brought under deficit system of Grants-

in-Aid and 678 additional posts of lecturers were created. Non-recurring building grants @ Rs.50,000 each was provided to 116 non-Govt. colleges. 25 M.Phil Scholarships, 5 under graduate Scholarships. 12 additional P.G. Scholarship were created. The benefit of U.G.C. revised scale of pay has been extended to the teachers of Universities and non-govt. Colleges with effect from 1.1.86. The flow to T.S.P. during 8th Five year Plan was Rs.170 Lakhs against which an amount of Rs.168 lakhs was incurred during the 8th Five year plan.

Annual Plans (1990-1992):

The Eighth Plan could not take off in 1990 due to the fast changing political situation at the centre and the years 1990-91 and 1991-92 were treated as Annual Plans. The Eighth Plan was finally formulated for the period 1992-1997

Eight Five Year Plan: (1992 - 1997)

The flow to S.C.C.P during 8th Five year Plan was fixed at Rs. 90 lakh against which an amount of Rs.62.12 lakh was incurred for development of Non-Govt. Colleges.

Ninth Five Year Plan: (1997 - 2002)

The 9th Five year plan outlay was fixed at Rs.29,434 Lakh. The flow to T.S.P. and SCCP was Rs. 642 lakh and Rs.336 lakh respectively. The capital outlay was for Rs.372 lakh only.

Tenth Five Year Plan: (2002 - 2007)

The Tenth Five Year Plan was fixed at Rs.30,162 Lakhs. The flow to TSP, SCCP and PWD projects were follows:

TSP - 145 Lakhs

SCCP - 225 Lakhs

P.W.D. - 200 Lakhs

During 10th Five Year Plan period the following development works was undertaken by the Govt.:

- Normalisation of Plan Posts.

- Establishment of The K.K. Handique State Open University
- Introduction of 5 years L.L.B. Courses in B.R.M. Govt. Law College.
- Establishment of F.M. Radio Station.
- Introduction of Private University Bill.
- Sanction of Rs.10 Lakhs to each Provincialised colleges and Rs.4 Lakhs to all provincialised Sanskrit Tols under the scheme "Buniyad".
- Financial assistance to all affiliated Non-Govt. colleges (133 numbers) and 16 Sanskrit tools under "State Priority Schemes".

The Tenth Plan laid emphasis on Universalization of Elementary Education (UEE) guided by five parameters:

- (i) Universal Access, (ii) Universal Enrolment,
(iii) Universal Retention, (iv) Universal Achievement, and (v) Equity

The major schemes of elementary education sector during the Tenth Plan

District Primary Education Programme (DPEP),
National Programme of Nutritional Support to Primary Education,
commonly known as Mid-Day Meal Scheme(MDMS),
Teacher Education Scheme,
Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS)

Performance of SSA and Related Schemes in Tenth Plan

All children to be in regular school, EGS, AIE, or 'Back-to-School' camp by 2005;
Bridging all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;

Universal retention by 2010;

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

Eleventh Five year Plan (2007-2012)

- It was in the period of Manmohan Singh as a prime minister.

- It aimed to increase the enrolment in higher education of 18-23 years of age group by 2011-12.
- It focused on distant education, convergence of formal, non-formal, distant and IT education institutions.
- Rapid and inclusive growth (poverty reduction).
- Emphasis on social sector and delivery of service therein.
- Empowerment through education and skill development.
- Reduction of gender inequality.
- Environmental sustainability.
- To increase the growth rate in agriculture, industry and services to 4%, 10% and 9% respectively.
- Reduce total fertility rate to 2.1.
- Provide clean drinking water for all by 2009.
- Increase agriculture growth to 4%.
- Achieve 80% literacy rate,
- Reduce gender gap in literacy to 10%,
- Reduce regional, social, and gender disparities,
- Extend coverage of NLM
- Programmes to 35+ age group
- Adult Education and Literacy: Goals, Targets, and Strategies for the Eleventh Plan

Twelfth Five Year Plan (2012-2017) and beyond

- Expansion
- Excellence
- Equity

Expansion

India's GER of 16% was much below the world average of 27%, as well as that of other emerging countries such as China (26%) and Brazil (36%) in 2010

Excellence

Faculty shortage - there is 40% and 35% shortage of faculty in state and central universities, respectively.

Accredited institutions - 62% of universities and 90% of colleges were average or below average in 2010, on the basis of their NAAC accreditation.

Low citation impact - India's relative citation impact is half the world average

Equity

Inter-state disparity - 47.9% in Delhi vs. 9% in Assam.

Urban-rural divide - 30% in urban areas vs. 11.1% in rural areas.

Differences across communities - 14.8% for OBCs, 11.6% for SCs, 7.7% for STs and 9.6% for Muslims.

Gender disparity - 15.2% for females vs. 19% for males.

Kothari (Commission 1964-1966):

The Kothari commission officially first addressed issues of success and participation to all. It stressed common school system open to all school children irrespective of caste, creed, 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 Education Policy 1968:

The National Education Policy followed the commission's recommendations and suggested the expansion of education facilities for physical and mental, handicapped children and the development of 'Integrated Programme' enabling handicapped children to study in regular schools. Eight years later in 1974, a

scheme for the integrated education of disabled children or the IEDC was started by the welfare ministry.

National Policy on Education, 1986:

The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (POA, 1992) stresses the need for integrating children with special needs with other groups. It further states that the educational system is to be suitably modified so as to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

The National Policy on Education, 1986 also stresses that the pre-service teacher training for all mainstream education teachers, should include a compulsory special education component. Although this policy was developed in 1986, it was not implemented until the Plan of Action was created in 1992.

Special Educational Needs and Disability Act 2001:

The Special Educational Needs and Disability Act 2001 (c. 10), also known as SENDA, is an Act of the Parliament of the United Kingdom. It is intended as an adjunct to the Disability Discrimination Act 1995, which legislated to prevent the unfair treatment of individuals, in the provision of goods and services, unless justification could be proved. This legislation was deemed necessary as the previous Act did not encompass educational organizations. This was further replaced by the Disability Discrimination Act 2005.

The Act required schools, colleges, universities, adult education providers, statutory youth service and local education authorities to make 'reasonable provisions' to ensure people with disabilities or special needs were provided with the same opportunities as those who were not disabled.

Disability Discrimination Act (DDA) 1995:

In 1995 the Disability Discrimination Act was introduced by the Conservative government to protect and promote the rights of the disabled people and to make it unlawful to discriminate against them. The DDA enshrines the rights of force in society who have disabilities in areas such as disability employment opportunities, education and training, transport and access to buildings, etc. It also encourages the public sector to promote equality of opportunity and inclusion for disabled person. The Act was produced after much consultation and feedback from disability rights groups and ensures they are treated equally by employers as well as service providers in the provision of goods and services.

Persons with Disability Act (PDA) 1995:

Persons with Disability (Equal Opportunities, Protection of Rights and Full Participation) Act (PWD Act- 1995) is one of the key acts, which provides for education, employment, the creation of a barrier-free environment, social security, etc., of persons with disabilities. As per the Act, every child with a disability has access to free education in an appropriate environment until he or she attains the age of eighteen years. This Act has been replaced by the Rights of Persons with Disabilities Act (RPWD Act), 2016.

As mentioned earlier, this Act Rights of Persons with Disabilities (RPwD) 2016 has replaced the existing PWD Act, 1995. In this Act, disability has been defined based on an evolving and dynamic concept. The types of disabilities have been increased to 21 and the Central Govt. has the power to add more types of disabilities. The new Act is in line with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), to which India is not only a signatory but one of the early countries to ratify.

The RTE Act, 2009:

After a continual demand of making the education a fundamental right from all corners, the government made the 86th Amendment of the Constitution of

India (2002). The 86th Amendment introduced new Article 21A, making the right to education of children from 6 to 14 years of age a fundamental right. Article 51A(K) was added to Part IV-A of the Constitution as the fundamental duty of parents to provide opportunities for education to their children aged between 6 and 14. The Right to 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 Feb 16, 2010 to come into effect from Apr 1, 2010)

The RTE Act provides for the right of children to free and compulsory education to the children of 6-14 years age group including children with special needs. The RTE Act was subsequently amended in 2012 which came into effect from 1 August 2012 and contains provisions relating to children with disabilities such as:

- (i) The inclusion of children with disabilities in the definition of "child belonging to disadvantaged group" under Clause (d) Section 2 of the RTE Act.
- (ii) Children with disabilities (including children with cerebral palsy, mental retardation, autism, and multiple disabilities) shall have the right to pursue free and compulsory education.

Rights of the child UNESCO 1989 / UN Convention on the Rights of the Child 1989:

The 1989 UN Convention on the Rights has been ratified by 177 countries worldwide. There are several general Articles in the Convention which lead up to Article 23, which is specifically about disabled children.

The Convention includes statements such as: 'all rights shall apply to all children, without discrimination on any ground including disability. In all actions the child's best interests shall be a primary consideration and they should develop

to the maximum extent possible'. The Convention also states the right of the child to express an opinion and to have that opinion taken into account.

But it is Article 23 that covers disabled children saying the child's education shall lead to the fullest possible social integration and individual development, including his or her cultural and spiritual development. He or she shall have the right to enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's 'active participation in the community'. Article 23 also states the right of the disabled child to special care, education, healthcare, training, rehabilitation, and employment preparation and recreation opportunities.

Furthermore, Article 28 and 29, covering all children's education' generally, say it shall be on the basis of equal opportunity; and that it should develop them to their 'fullest potential'. Education, says Article 29, should prepare a child for an 'active and responsible' life as an adult.

There are many values expressed by the UN Convention relevant to the struggle for inclusive education.

U.N. Convention on the Rights of Persons with Disabilities, 2006 / Rights of Persons with Disabilities UNESCO 2006:

On December 13th, 2006, The Convention on the Rights of Persons with Disabilities (UNCRPD) and its Optional Protocol was adopted at the UN headquarters in New York. The following March, the UNCRPD and Optional Protocol were open for signatures and ratifications, and this particular convention had the highest number of signatories (93, including India) in history to a UN Convention on its opening day. Article 24 of the UNCRPD titled simply "Education," is split up into five sections.

Section - I

This section addresses why it is a right for people with disabilities to access the same mainstream education that people without disabilities receive. Inclusive education is imperative for people with and without disabilities because it allows people of all ability levels to develop skills and become effective members in a free society. Education of people with disabilities is not just a human right, but is imperative for the development of humans to their fullest potential. Education gives dignity to people of all ability levels.

Session - II

This section discusses the concept of 'inclusion'. This section mandates that people with disabilities are not excluded from the general education system on the basis of disability. Specially, people with disabilities should be able to access, "free and compulsory" primary and secondary education in the community within which they live. According to section two of article 24, inclusion means including "reasonable accommodation" for children with disabilities, and providing "effective individualized supports" in environments that maximize academic and social development.

Section - III

Section three delves deeper into communication and mobility tools that will ensure "full and equal participation" of the disabled people in both school and the community. It mandates that students script, as well as the proper mobility aids. Most importantly, section three specifies that education is delivered in the most appropriate languages and modes and means of communication for the individual. Students with disabilities learn and have access to materials in Braille, sign language and alternative

Section - IV

Section four discusses employing teachers, "including teachers with disabilities, "who know Braille, sign language, and other alternative forms of communication. The services of these teachers could be used to spread their

knowledge to mainstream teachers, including information regarding disability awareness.

Section - V

The last section, five discusses the importance of making territory education or vocational training available to all people with disabilities and emphasizes the importance of ensuring that people with disabilities are not discriminated against in the entry process and through these programmes.

National level practices on the education of Children with disabilities DPEP

District Primary Education Programme (DPEP):

Evolving from the national experience with area-specific projects is an ambitious nation-wide plan, popularly known as District Primary Education Programme (DPEP), to put local communities in charge of education in their area and enhance investments in primary Education.

As a first step, a five-year plan for the selected districts has been chalked out. From the year 1995, the education of children with disabilities has also been included as integral component of the programme. All such children in the selected districts would be enrolled for inclusive education at the primary level.

The DPEP envisages following measures

- Providing all children, including children with disabilities, with access to primary education either in the formal system or through non-formal education programme.
- Facilitation access for disadvantaged groups such as girls, socially backward communities and children with disabilities.
- Improving effectiveness of education through training of teachers, improvement of learning materials and upgrading of infrastructure facilities.
- Appointment of special teachers at district and cluster level for providing support services to class teachers.

Program of Action (POA) on NAP, 1992:

The 1992 Program of Action (POA), developed to implement the 1986 NPE, broadens the 1986 definition of who should be included in mainstream schooling. It says that only those who can be educable alone be admitted in the general school i.e. only those with mild disabilities alone should be admitted in general schools. Those with severe disabilities should be mainstreamed only after they acquire basic living skills, which would be learned in resource rooms or special schools. The POA does not define what constitutes basic living skills.

Sarva Shiksha Abiayan (SSA):

SSA Programme which is vigorously implemented at present was launched during the Ninth Five Year Plan period (1997 - 2002), for the achievement of Universalisation of Elementary Education(UEE) in a time bound manner, as mandated by the 86th amendment to the constitution of India, making free and compulsory education to children of ages 6-14 a fundamental right.

The SSA attempts to implement inclusive education of children with disabilities and provides multiple options for these children. It ensures that every child in the age group of 6-14 years with any kind of impairment, irrespective of the kind, category and degree of impairment, is provided meaningful and quality education. It extends the range of options from special and mainstream/ 'regular' schools to Education Guarantee Scheme/Alternative and Innovative Education (EGS/AIE) and Home- Based Education (HBE). Each district is given the necessary flexibility to plan activities depending on the resources available for the effective implementation of an inclusive education programme.

Under the scheme of Home-Based Education (HBE) within SSA, children with severe disability can be educated within home-based and alternate educational settings to enable them to achieve independent living skills.

SSA has been operational since 2000 - 01 in partnership with state governments to achieve the goal of Universalization 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
- Education placement
- Teacher training
- Individual Educational Plan
- Parental training and community mobilization
- Strengthening of special schools
- Research
- Monitoring and evaluation
- Functional and formal assessment
- Aids and appliances
- Support services
- Resource support
- Planning and management
- Removal of architectural barriers
- Girls with disability

Policies and legislative measures pertaining to the disabled :

Few measures for implementing Inclusive Education helps the disabled child to develop a sense of pride in their work because they actually feel like they accomplished something. We know that Albert Einstein was learning disabled but still managed to become the greatest mind of the 20th century. Educating children with disabilities alongside their non-disabled peers is considered one of the better ways to provide education to the population in India (Shah, 2005, Shah

et al., 2014). The Government of India needs to bridge the gaps in their education system to build a strong system of inclusive education in the country. So, there are following measures for better implementation of Inclusive Education in India.

1. The Right to Education (RTE) must apply to all citizens of India. State and central Governments, as well as all the other social actors, should recognize the importance of a broadened concept of inclusive education that addresses the diverse needs of all learners.

2. A policy of inclusion needs to be implemented in all schools and throughout the Indian education system (NCF, 2005). Schools need to become centers that prepare children for life and ensure that all children, especially the differently abled children from marginalized sections, and children in difficult circumstances get the maximum benefit of this critical area of education.

3. The preparation of teachers for rural special education programmes should be planned differently, as the aim of these programmes would be to integrate disabled persons in their own environment and community.

4. As a system, inclusive education should be flexible. Its flexibility must be reflected in the methods and materials used to give these children the widest possible access to the regular curriculum.

5. A school-based support team should develop strategies for the whole school to meet the needs of learners with special educational needs. This team should also be a resource for teachers experiencing problems in their classrooms.

6. The school has the primary responsibility for helping children learn alongside their typically developing peers. An inclusive school must enable education structures, systems and methodologies to meet the needs of all children, particularly those who face the greatest barriers to achieving their right to education.

7. Parents have a right to be involved in all decision-making concerning their child. They should be seen as partners in the education process. Where there is

such co-operation, parents have been found to be very important resources for the teachers and the schools.

8. Bringing special children into mainstream requires adjustments that schools need to make in advance. Transport facilities should be altered so that these children can move around with relative ease. Architecturally, there should be ramps and wheelchair access constructed in service areas such as toilets.

9. Student-oriented components, such as medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance and a stipend for girls, support services, assistive devices, boarding & lodging facility, therapeutic services, teaching-learning materials, etc., should provide according to the need of the students.

10. Differently abled children should be treated equally as the normal children and instead of looking them in sympathy their talents and abilities should be recognized for their self-respect and welfare of the society.

11. Necessary school supplies such as audio learning or textbooks in Braille should be made available. Suitable modification to the examination system may be required, so as to eliminate pure mathematical and logical assessments.

12. Teachers' attitudes towards inclusive education could be formed and developed in the context of an educational system which can provide some specific conditions in order to have a good practice in this field.

13. Families with children without disabilities should develop relationships with families with children with disabilities and be able to make a contribution.

14. In-service training programmes of two to three weeks' duration for general educators and special educators in all the disabilities and in specific areas of disability should arrange to effectively teach children with disabilities.

15. Those schools that are committed to taking in children with special needs, then teachers must attend workshops in order to be adjusted to the child's needs.

16. Periodic evaluation of the training programmes and constant updating to meet the challenges of changing trends in special education should be part of the planning of teacher preparation.

17. Inclusion should not be the sole responsibility of the specific class teacher. Everybody should be involved and take responsibility. Training for teachers should be sustained and ongoing. It should most importantly focus on attitudinal change.

18. The reform of the curriculum should be made in parallel with proper training for teachers regarding their knowledge of inclusion and its principles. The curriculum for each of the above programmes should be carefully developed by an expert group which includes practicing special teachers. Conclusion Right to Education Act 2009 ensures education to all children irrespective of their caste, religion, ability, and so on. It is essential to build an inclusive society through an inclusive approach. In doing so, we have challenged commonly held beliefs and developed a new set of core assumptions. Inclusion is more than a method of educating students with disabilities. It stresses that each child, regardless of the intensity and severity of his or her disabilities, is a valued member of society and is capable of participating in that society. A good inclusive education is one that allows all the students to participate in all aspects of classroom equally or close to equal. To meet the challenges, the involvement and cooperation of educators, parents, and community leaders are vital for the creation of better and more inclusive schools. The Government of India is trying to improve its education system focusing on the inclusive approach. The challenges can be overcome by raising awareness of human rights in communities and publicizing positive examples of disabled children and adults succeeding in inclusive education and in life beyond school as a result. We need to develop an inclusive design of learning to make the education joyful for all children so that the education for them is welcoming, learner-friendly and beneficial and they feel

like a part of it not apart from it. Therefore, Inclusion arose as a good solution to the question of how to educate these children more effectively.

Service programme for the disabled:

Developmental disabilities, as defined by the Agency for Developmental Disabilities website, are "severe, life-long disabilities attributable to mental and/or physical impairments which manifest themselves before the age of 22 years and are likely to continue indefinitely. They result in substantial limitations in three or more of the following areas: self-care, comprehension and language, skills (receptive and expressive language), learning, mobility, self-direction, capacity for independent living, economic self-sufficiency, or ability to function independently without coordinated services (continuous need for individually planned and coordinated services). Persons with developmental disabilities use individually planned and coordinated services and supports of their choosing (e.g., housing, employment, education, civil and human rights protection, health care) to live in and to participate in activities in the community." These services and supports are different in every state and there is currently no portability for many of these services state to state.

The mission of The Administration on Developmental Disabilities (ADD), as quoted from their website "ensures that individuals with developmental disabilities and their families participate in the design of and have access to culturally-competent needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life." Though many supports and services for people with developmental disabilities are offered through other federal and state agencies as well as nonprofit organizations and for profit endeavors, some of ADD Programs/Partners are:

- State Councils on Developmental Disabilities
- State Protection and Advocacy Systems

- National Network of University Centers for Excellence in Developmental Disabilities Education, Research, and Services
- Minority Partnership
- National Training Initiatives
- Projects of National Significance
- Emergency Preparedness Special Initiatives
- Family Support 360
- Family Support and Community Access Demonstration Projects
- Independent Evaluation Information
- Medicaid Reference Desk
- National Autism Resource and Information Center
- State of the States in Developmental Disabilities
- Access to Integrated Employment
- The National Residential Information System Project (RISP)
- Voting Project
- Youth Information, Training and Resource Center.
- Services for the blind
- Guide dogs being admitted to buildings, buses, trains and other locations that pets are not allowed.
- Reserving the use of a white cane to blind individuals only.
- Using mobile phone cameras to take pictures of change after a transaction, so that it can be counted by a sighted person who verifies by tone or voice that the change is correct.
- Translation of new works into braille or talking books, or the use of text-to-speech translators.
- Availability of these in a public library and other public institutions, and in a boot image configured for use for a disabled person.
- Services for the visually impaired

- Large font books
- Basic operating system and boot image configuration utilities that set computers up with large bold fonts and high-contrast colour combination desktop schemes.
- Services for the hearing impaired
Admission of hearing aids to locations where recording and transmitting devices are not normally permitted.
- Telecommunications devices for the deaf (TTY terminals for telephones)
- Video Relay Services
- Closed captioning on television.
- Sign language interpreting
- Oral transliteration Services for the mobility-impaired

The Americans with Disabilities Act of 1990 was a landmark U.S. federal government move towards providing services for the persons with disabilities in a uniform way all across the country. That legislation has been widely copied in other countries.

Accessing services for persons with disabilities

In the United States, services for persons with disabilities varies by state and sometimes by location within a state. While Medicaid and Social Security income, both SSI and SSDI, are federally mandated, each state is responsible for administering these programs in their state, as part of their services and supports for persons with disabilities. Each state designs its service delivery system differently and as a result, the portals for entry vary for each state. Some states administer services through a state government agency with subordinate offices throughout the state. Some states contract services out (privatize) and maintain a skeleton state government staff. Being a good advocate or self advocate is necessary to maximize services and supports.