

S.Y.B.Ed. (Sem 4)
Creating an Inclusive School
Unit – 3 (a, b, c)
Policies Promoting Inclusion

(a)

International Policies and Significance of the policies: Salamanca 1994, UNCRPD, EFA(MDG)

1. Salamanca 1994:

The focus on educating all children in the mainstream education system received strong support at the UNESCO World Conference on Special Needs Education: Access and Quality, held in Spain in 1994, to further the aim of Education for All by considering what basic policy changes are needed to promote -inclusive education, so that schools can serve all children, particularly those with special educational needs. Organized by the Government of Spain and UNESCO, the Conference adopted the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action.

These two documents are important tools ensure that schools work better and to fulfill the principle of Education for All.

The Salamanca Statement called for a policy shift which would require all schools in the regular school system to become inclusive schools especially for children, ose with special educational needs.

The Salamanca Statement says that:

- every child has a basic right to education
- every child has unique characteristics, interests, abilities and learning needs
- education services should consider these diverse characteristics and needs
- those with special educational needs must have access to regular schools
- regular schools with an inclusive ethos are the most effective way to combat discriminatory attitudes, create welcoming and inclusive communities and achieve education for all
- such schools provide effective education to the majority of children, improve efficiency and cost- effectiveness.

The Salamanca Statement asks governments to:

- give the highest priority to making education systems inclusive
- adopt the principle of inclusive education as a matter of law or policy

- develop demonstration projects
- set up ways to plan, monitor and evaluate educational provision for children and adults k.
- encourage and make easy the participation of parents and organizations of
- disabled people invest in early identification and intervention strategies
- invest in the vocational aspects of inclusive education
- make sure there are adequate teacher education programs

It stated that special needs education for children with disabilities and those with learning difficulties could not advance in isolation but must form part of an overall educational strategy which would call for major reform of the regular school. This approach was seen as necessary to advance the commitment to Education for All, by ensuring that it effectively means all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

Article 2 affirms the right to education of all children with their diverse characteristics and abilities and demands that education systems and programs be designed to consider this wide diversity. Regular schools must provide an appropriate child-centered teaching and learning environment that can accommodate these special educational needs. The article concludes with the statement that: "Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, create welcoming communities, building an inclusive society) and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system."

The statement called on governments to take policy, legislative and implementation measures to transform national education and develop a system of inclusive schools. Clear guidelines are provided for action needed to ensure changes at the level of school management, appropriate training of personnel, curriculum flexibility, and the development of support services. In addition, partnerships with parents and the role of the community are emphasized.

The Framework for Action outlines new thinking on special needs education and guidelines for action at national, regional and international levels. Among the guidelines for national action are:

- Policy and organization
- School factors

- Recruitment and training of educational personnel
- External support services
- Priority areas
- Community perspectives
- Resource requirements

2. UN Convention on the Rights of Persons with Disabilities (UN CRPD) (2006)

The Convention on the Rights of Persons with Disabilities is an international human rights treaty of the United Nations intended to protect the rights and dignity of persons with disabilities. The Convention has served as the major catalyst in the global movement from viewing persons with disabilities as objects of charity, medical treatment and social protection towards viewing them as full and equal members of society, with human rights. It is also the only UN human rights instrument with an explicit sustainable development dimension. The Convention was the first human rights treaty of the third millennium.

Need for a convention

- There are 120-150 million children with disabilities in the world;
- 80% live in developing countries;
- Only 5% in developing countries have access to support services of any kind;
- Less than 2% attend school;
- A response to the fact that although pre-existing human rights conventions offer considerable potential to promote and protect the rights of persons with disabilities, this potential was not being tapped. Persons with disabilities continued being denied their human rights and were kept on the margins of society in all parts of the world.
- The Convention sets out the legal obligations on States/ Countries to promote and protect the rights of persons with disabilities. It does not create new rights.

Definition of disability:-

The Convention adopts a social model of disability, and defines disability as including those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

What Does CRPD Say about the Education of Children with Disabilities? Article 7 - Children with disabilities:

The countries will:

- 1) Make sure that children with disabilities have the same rights as other children.
- 2) Make sure that what is best for the child is a priority whenever they do anything that concerns children.
- 3) Make sure that children with disabilities have the right to tell their opinion and that their opinion is considered. Make sure that children with disabilities get the help they need to tell their opinions

Article 24 — Education:-

1) The countries agree that all people with disabilities have the right to education. They will make sure that the education system, at all levels, includes people with disabilities, and that the educational system:

- Works to make sure everyone develops their human potential, sense of dignity and self-worth, and respect for human rights, freedoms and diversity;
- Works to develop the person's personality and talents to their fullest potential;
- Works to make sure all people with disabilities can be involved in society.

2) To do this, the countries will make sure that:

- People with disabilities are not excluded from education because of their disability, and children with disabilities are not excluded from free and compulsory primary and secondary education because of their disability;
- All people with disabilities can choose education that includes them, is accessible and is in their own community;
- Reasonable changes are made to make sure that people with disabilities get the most out of their education;
- People with disabilities get the help they need to get the maximum of their education;
- The help for students with disabilities is given so that their individual needs are met.

3) The countries will make it possible for people with disabilities to learn social and life skills that they need to go to schools and be in the community. They will do this by:

- Arranging that students with disabilities learn Braille or other types of communication, and that they get peer support and mentoring;
- Teaching sign language;
- Making sure that especially children who are blind, deaf or deaf/blind are educated in the most appropriate types of communication so that they get the most out of their education.

4) To help make sure that these rights are put into practice, the countries will hire teachers who are people with disabilities, teachers who are qualified in Braille and sign languages, and will train teachers and staff at all levels of education on how to give quality education to people with disabilities.

5) Countries will make sure that people with disabilities have equal access to vocational training, study in universities and lifelong learning like all other people, and will make any changes needed to make that happen

Implementation of CRPD needs:

- EDUCATION FOR ALL investments and National/state-level Education Plans must be developed to reflect the inclusive approach outlined in Article 24.
- Providing pre-service and in-service training to teachers so that they can respond effectively to diversity in the classroom;
- Adaptation of teacher training syllabuses to include teaching strategies in inclusive classrooms with diverse student populations
- Revision of national curriculum to make it accessible to all students;
- Revision of testing and evaluation methods to ensure that accommodation is made for students with disabilities; and
- Make the teaching of "human rights" principles a part of both the formal school curriculum, and more general school culture to promote respect for the rights of every learner, including learners with disabilities
- Individualized supports to be made available as needed — including:
- Accommodation to assure physical access to the school and classroom —ramps, lifts, other technical supports;
- Assistive technology for communication and other instructional purposes;
- Individual support, on an as needed basis, from a paraprofessional or peer;
- Appropriate provision of supports such as sign-language interpretation, Braille training and associated equipment and materials, and other individualized supports; and
- Teacher and student access to diverse professional expert collaboration to assist with health needs, behaviour challenges and other requirements.

Challenges of CRPD in INDIA:-

While further consultation is needed, some areas where the Convention is likely to have implications for disability policy in India include: (i) a wider definition of "accessibility", going beyond the physical environment which is the focus of current access policies (e.g. access to

information); (ii) greater focus on what "economic capacity of states" means in practical terms; and (iii) expansion of the definition of disabilities to include some areas like developmental disorders which are not covered under the current Act.

3. EFA (MDG) Education for All Goals:

The Education for All movement is a global commitment to provide quality basic education for all children, youth and adults. The movement was launched at the World Conference on Education for All in 1990 by UNESCO, UNDP, UNFPA, UNICEF and the World Bank. Participants endorsed an 'expanded vision of learning' and pledged to universalize primary education and massively reduce illiteracy by the end of the decade. UNESCO is the lead agency, and as such, has been mandated to coordinate the international efforts to reach Education for All.

Ten years later, with many countries far from having reached this goal, the international community met again at the World Education Forum held in Dakar, Senegal, in April 2000. 164 countries agreed on six EFA goals to be achieved by 2015, which would dramatically improve learning opportunities for children, youth, and adults.

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Millennium Development Goals

In September 2000, building upon a decade of major United Nations conferences and summits, world leaders came together at United Nations Headquarters in New York to adopt the United Nations Millennium Declaration, committing their nations to a new global partnership to reduce extreme poverty and setting out a series of time-bound targets — with a deadline of 2015 — that have become known as the Millennium Development Goals.

There are eight goals with 21 targets, and a series of measurable indicators for each target.

Goal 1: Eradicate extreme poverty and hunger

Goal 2: Achieve universal primary education

Goal 3: Promote gender equality and empower women

Goal 4: Reduce child mortality rates

Goal 5: Improve maternal health

Goal 6: Combat HIV/AIDS, malaria, and other diseases

Goal 7: Ensure environmental sustainability

Goal 8: Develop a global partnership for development

The Millennium Development Goals (MDGs) are the most broadly supported, comprehensive and specific development goals the world has ever agreed upon. These eight time-bound goals provide concrete, numerical benchmarks for tackling extreme poverty in its many dimensions. They include goals and targets on income poverty, hunger, maternal and child mortality, disease, inadequate shelter, gender inequality, environmental degradation and the Global Partnership for Development.

The MDGs are both global and local, tailored by each country to suit specific development needs. They provide a framework for the entire international community to work together towards a common end — making sure that human development reaches everyone, everywhere. If these goals are achieved, world poverty will be cut by half, tens of millions of lives will be saved, and billions more people will have the opportunity to benefit from the global economy

In conclusion, the EFA goals contribute to the global pursuit of the eight Millennium Development Goals (MDGs). Two MDGs relate specifically to education but none of the eight MDGs can be achieved without sustained investment in education. Education gives the skills and knowledge to improve health, livelihoods and promote sound environmental practices.

EFA and Inclusion

Inclusion is a main component that is used with EFA. Since EFA is a global movement all children are involved: different cultures, religions, disabilities, and more. The problem that is faced with inclusion is how different countries define disability. To be more specific the problem comes with the definition of special needs. This can affect how or if those students can meet the goals that are created. To make sure all children are included schools collaborate to see how all the children can meet the certain goals given. This area may be a challenging one for some and it comes down to what does the term "all" really mean in Education for All? That is an answer that will vary country to country and everywhere around the world. There have been predictions that by the year 2025 the number of children with disabilities will have risen. A majority of that number will be children in developing countries. Therefore, answers are needed on how to include all children in the learning and educational goals set. Similar to technology in schools, inclusion can grow and become more common in schools.

(b)

National Policies and Significance of the policies: Constitutional obligations for education of diverse groups, Rehabilitation Council Act, 1992, National Policy for persons with Disability 2006, Right to Education Act, 2009.

1. Constitutional obligations for education of diverse groups:-

1. Free and Compulsory Education:

The Constitution makes the following provisions under Article 45 of the Directive Principles of State Policy that, "The state shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory Education for all children until they complete the age of fourteen years."

The expression 'State' which occurs in this Article is defined in Article 12 to include "The Government and Parliament of India and the Government and the Legislature of each of the States and all local or other authorities within the territory of India or under the control of the Government of India." It is clearly directed in Article 45 of the Constitution that the provision of Universal, Free and Compulsory Education becomes the joint responsibility of the Centre and the States.

2. Education of Minorities:

Article 30 of the Indian Constitution relates to certain cultural and educational rights to establish and administer educational institutions. It lays down:

- (i) All minorities whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
- (ii) The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

3. Language Safeguards:

Article 29(1) states "Any section of the citizen, residing in the territory of India or any part there of having a distinct language, script or culture of its own, shall have the right to conserve the same." Article 350 B provides for the appointment of special officer for linguistic minorities to investigate into all matters relating to safeguards provided for linguistic minorities under the Constitution.

4. Education for Weaker Sections:

Article 15, 17, 46 safeguard the educational interests of the weaker sections of the Indian Community, that is, socially and educationally backward classes of citizens and scheduled castes and scheduled tribes. Article 15 states, "Nothing in this article or in clause (2) of Article 29 shall prevent the state from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the scheduled castes and the scheduled tribes." Under Article 46 of the Constitution, the federal government is responsible for the economic and educational development of the Scheduled Castes and Scheduled Tribes. It states, "The state shall promote with special care the educational and economic interests of the weaker sections of the people and in particular, of the Scheduled castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation." It is one of the Directive Principles of State Policy.

5. Secular Education:

India is a secular country. It is a nation where spirituality based on religion, had always been given a high esteem. Under the Constitution, minorities, whether based on religion or language, are given full rights to establish educational institutions of their choice. Referring to the constitutional provisions that religious instructions given in institutions under any endowment or Trust, should not be interfered with even if such institutions are helped the State.

- Article 25 (1) of the Constitution guarantees all the citizens the right to have freedom of conscience and the right to profess, practice and propagate religion.

- Article 28 (1) states, "No religious instruction shall be provided in any educational institution if wholly maintained out of state fund."
- Article 28 (2) states, "Nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or Trust which requires that religious instruction shall be imparted to such institution."
- Article 28 (3) states, "No person attending any educational institution by the state or receiving aid out of state funds, shall be required to take part in any religious instruction that may be imported in such institutions or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person a minor, his guardian has given his consent thereto."
- Article 30 states, "The state shall not, in granting aid to educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them."

6. Equality of Opportunity in Educational Institutions:

Article 29(1) states "No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them."

The Fundamental Rights of the Indian Constitution has also adopted the fourfold ideal of justice, Liberty, Equality and Fraternity. Our Constitution laid down that in the eyes of law, everyone should have an equal status, to no one the justice be denied, everyone should have liberty of thought, expression.

The fundamental right of equality clearly signifies that in the eyes of law no distinction can be made on the basis of any position, caste, class or creed. Side by side the right of equality of opportunities to all is also provided. The equality of opportunity is meaningless, unless there are equal opportunities for one's education.

The well-known Kothari Commission, 1964-66 recommended that Central Government should undertake the responsibility in education for the equalization of educational opportunities with special reference to the reduction of inter-state differences and the advancement of the weaker section of the community.

7. Instruction in Mother -Tongue:

There is diversity of languages in our country. After the dawn of Independence, Mother- Tongues have received special emphasis as medium of instruction and subjects of

study. In the Constitution of India, it has been laid down that the study of one's own language is a fundamental right of the citizens.

- Article 26 (1) states, "Any section of the citizens, residing in the territory of India or any part thereof, having a distinct language, script or culture of its own, shall have the right to converse the same."

- Article 350 A directs, "It shall be endeavor of every state and every local authority to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups."

Secondary Education Commission, 1952-53 recommended that the mother tongue or the regional language should generally be the medium of instruction throughout secondary school stage subject to the provision that for linguistic minorities, special facilities should be made available. Kothari Commission, 1964-66 has also said that at college and university stage, mother-tongue should be the medium. The medium of instruction at school level is already mother-tongue. This is not a new proposal.

8. Promotion of Hindi:

The Indian Constitution makes provision for the development and promotion of Hindi as national language. Article 351 enjoins the Union, the duty to promote the spread of the Hindi language.

Hindi accepted as the Official Language of India as laid down by the Constitution in following words:

"It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression of all the elements of the composite culture of India." In practice, Hindi is already largely in use as a link language for the country. The educational system should contribute to the acceleration of this process in order to facilitate the movement of student and teacher and to strengthen national Unity.

9. Higher Education and Research:

Parliament has the exclusive rights to enact legislation in respect of institutions and Union Agencies mentioned in entries 63, 64, 65, and 66 of List, the entries which give authority to the Government of India in education are mentioned below:

Entry 63 of the Union List:

The institutions known at the commencement of this Constitution as the Banaras Hindu University, the Aligarh Muslim and the Delhi University, and any other institution declared by Parliament by law to be an Institution of National importance.

Entry 66 of the Union List:

Co-ordination and determination of standards in institution for higher education or research and scientific and technical institutions.

10. Women's Education:

One of the unique features of Modern Indian Education is the tremendous advancement of Women's Education. Education of the girls is considered to be more important than that of the boys.

The Constitution makes the following provisions under different articles:

- Article 15(1) provides that the State shall not discriminate any citizen on groups only of sex.
- Article 15 (3) reads: "Nothing in this article shall prevent the State from making any special provision for women and children."

The well-known National Policy on Education was concerned about the status and education of women in the country. It envisages that education would be used as a strategy for achieving a basic change in the status of women. It opined that the national system of education must play a positive role in this direction.

The Policy states, "Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favor of women."

11. Education in the Union Territories:

Article 239 of the Constitution states, "Save as otherwise provided by Parliament by Law, every Union Territory shall be administered by the president acting to such extent as he thinks fit through an administrator to be appointed by him with such designation as he may specify."

12. Educational and cultural relations with foreign countries:

Entry 13 of the Union List reads. Participation in international conferences, associations and other bodies and implementing decisions made there at.

2. Rehabilitation Council Act, 1992:-**RCI Act (1992) - Rehabilitation Council of India (RCI) Act No. 34 of 1992**

The Rehabilitation Council has been set up under the Societies Registration Act XXI of 1860 vide Resolution No 22-17/83-HW.III dated 31st January, 1986 to have uniformity and to ensure minimum standards and quality of education & training in the field of special education and

rehabilitation. It was given Statutory status by an Act of Parliament, the Rehabilitation Council of India Act, 1992 (No. 34 of 1992) dated 1st September, 1992 effective from 22nd June, 1993.

The RCI Act was amended by Parliament in 2000 (No.38 of 2000) to make it broader based. The Act provides for constitution of the Rehabilitation Council of India for regulating and monitoring the training of rehabilitation professionals and personnel, promotion of research in rehabilitation and special education and 0 maintenance of a Central Rehabilitation Register.

RCI ACT 1992

The mandate given to RCI is :

- to regulate and monitor services given to persons with disability,
- to standardize syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education .
- The Act also prescribes punitive action against unqualified persons delivering services to persons with disability
- "handicapped" means a person- (i) visually handicapped; (ii) hearing handicapped; (iii) suffering from locomotor disability; or (iv) suffering from mental retardation;

The Rehabilitation Council of India (RCI)

It is responsible for maintaining standards and creating training in the area of disability. RCI provides accreditation for courses. The significance of the RCI Act is that it enshrines the rights of children with disabilities to be taught by trained special needs teachers.

1. Standard methods of teaching should be adapted to most disability conditions
2. Training for mainstream teachers in inclusive education
3. Diploma, degree, and high-level courses in special needs education
4. Training of care-givers for home-based education
5. Register of qualified rehabilitation professionals

Objectives of the Council (RCI)

1. To regulate and monitor the training programs in the field of rehabilitation of disabled persons.
2. To prescribe minimum standards of education and training for various categories of professionals dealing with persons with disabilities.
3. To regulate these standards in all training institutions to bring about uniformity throughout the country

4. To make recommendations to the Ministry regarding recognition of qualifications granted by Universities, etc., in India for rehabilitation professionals.
5. To make recommendations to the Ministry regarding recognition of qualification by institutions outside India:
6. To maintain Central Rehabilitation Register of persons possessing the recognized rehabilitation qualification.
7. To encourage Continuing Rehabilitation Education in collaboration with organizations working in the field of disability.
8. To promote research in rehabilitation and special education.

Functions of the Council

1. The qualifications granted by any University or other institution in India that are included in the Schedule shall be recognized qualifications for Rehabilitation Professionals.
2. Any University or other Institution which grants qualification for rehabilitation professionals not included in Schedule may apply to the Central Government to have any such qualification recognized and the Central Government, after consulting the Council may, by notification amend the Schedule so as to include such qualification therein and any such notification may also direct that any entry shall be made in the last column of the Schedule against such qualification only when granted after a specified date.
3. The Council may enter into negotiations with a recognized authority in any other country for setting up of a scheme of reciprocity for the recognition of qualifications. In pursuance of any such scheme, the Central Government may by notification, amend the Schedule so as to include therein any qualification which the Council has decided should be recognized, and by such notification may also direct that an entry shall be made in the last column of the Schedule declaring that it shall be a recognized qualification only when granted after a specified date.
4. Registration of Rehabilitation Professionals in the Central Rehabilitation Register of persons possessing the recognized rehabilitation qualifications as per the Schedule attached to the Act.
5. To prescribe the minimum standards of education required for granting recognized rehabilitation qualification by Universities/Institutions in India.
6. To prescribe the standards of professionals, conduct and etiquette & code of ethics for rehabilitation professionals.
7. To assess and grant approval to institutions/universities for the training of professionals in the field of rehabilitation and to facilitate their recognition and its withdrawal by the Government.

8. The Council may appoint such number of visitors as it may deem requisite to inspect any University or Institution wherein education for rehabilitation professionals is given or attend any examination for the purpose of granting recognized rehabilitation qualifications.

3. National Policy for Persons with Disability 2006

This Policy was released by Mo SJ&E in February, 2006, to promote access to appropriate preschool, elementary and secondary education, to make buildings accessible as well as teaching materials and methodologies; employment-related and other features are guidelines for implementation of rights enshrined in the PWD ACT 1995.

The Government of India formulated the National Policy for Persons with Disabilities in February 2006 which deals with Physical, Educational & Economic Rehabilitation of persons with disabilities. In addition, the policy also focuses upon rehabilitation of women and children with disabilities, barrier free environment, social security, research etc.

The National Policy recognizes that Persons with Disabilities are valuable human resource for the country and seeks to create an environment that provides them equal opportunities, protection of their rights and full participation in society.

Focus of the policy

The focus of the policy is on the following

1) Prevention of Disabilities - Since disability, in a large number of cases, is preventable; the policy lays a strong emphasis on prevention of disabilities. It calls for program for prevention of diseases, which result in disability and the creation of awareness regarding measures to be taken for prevention of disabilities during the period of pregnancy and thereafter to be intensified and their coverage expanded.

2) Rehabilitation Measures - Rehabilitation measures can be classified into three distinct groups:

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

3) Women with disabilities - Women with disabilities require protection against exploitation and abuse. Special programs will be developed for education, employment and providing of other rehabilitation services to women with disabilities keeping in view their special needs._ Special educational and vocation training facilities will be setup. Programs will be undertaken

to rehabilitate abandoned disabled women/ girls by encouraging their adoption in families, support to house them and impart them training for gainful employment skills. The Government will encourage the projects where representation of women with disabilities is ensured at least to the extent of twenty five percent of total beneficiaries.

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

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

5) Barrier-free environment - Barrier-free environment enables people with disabilities to move about safely and freely, and use the facilities within the built environment. The goal of barrier free design is to provide an environment that supports the independent functioning of individuals so that they can participate without assistance, in everyday activities. Therefore, to the maximum extent possible, buildings / places / transportation systems for public use will be made barrier free.

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

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

8) Promotion of Non-Governmental Organizations (NGOs) - The National Policy recognizes the NGO sector as a very important institutional mechanism to provide affordable services to complement the endeavors of the Government. The NGO sector is a vibrant and growing one. It has played a significant role in the provisions of services for persons with

disabilities. Some of the NGOs are also undertaking human resource development and research activities. Government has also been actively involving them in policy formulation, planning, implementation, monitoring and has been seeking their advice on various issues relating to persons with disabilities. Interaction with NGOs will be enhanced on various disability issues regarding planning, policy formulation and implementation. Networking, exchange of information and sharing of good practices amongst NGOs will be encouraged and facilitated. Steps will be taken to encourage and accord preference to NGOs working in the underserved and inaccessible areas. Reputed NGOs shall also be encouraged to take up projects in such areas.

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

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

11) Sports, Recreation and Cultural life - The contribution of sports for its therapeutic and community spirit is undeniable. Persons with disabilities have right to access sports, recreation and cultural facilities. The Government will take necessary steps to provide them opportunity for participation in various sports, recreation and cultural activities. The National Policy for Persons with Disabilities was released by the Ministry of Social Justice & Empowerment in February 2006. It has been realized that every child with disability has access to appropriate pre-school, primary and secondary level education by 2020.

The major highlights of the Policy document with regard to the education of persons with disabilities are as under:

- Make schools (buildings, approaches, toilets, playgrounds, laboratories, libraries etc.) barrier free and accessible for all types of disability.

- Medium and method of teaching will be suitably adapted to the requirements of most disability conditions.
- Technical/supplementary/specialized system of teaching/learning will be made available within the school or at a common center easily accessible to a cluster of schools.
- Teaching/learning tools and aids such as educational toys, Braille/talking books, appropriate software etc. will be made available. Incentives will be given to expand
- Facilities for setting up of general libraries, e-libraries, Braille-libraries and talking books libraries, resource rooms etc.
- National Open School and distance learning programs will be popularized and extended to other parts in the country.
- Sign language, Alternative and Augmentative Communications (AAC) and other modes as a viable medium in interpersonal communication will be recognized, standardized and popularized.
- Schools will be located within easy traveling distance. Alternatively, viable travel arrangements will be made with the assistance of the community, State and NGOs.
- Parent-teacher counselling and grievance redressal system will be set up in the schools.
- There will be separate mechanism to review annually the intake and retention of the girl child with disability at primary, secondary and higher levels of education.
- Many children with disabilities, who cannot join inclusive education system, would continue to get educational services from special schools. Special schools shall be appropriately re-modeled and reoriented based on technological development. These schools will also help and prepare children with disabilities to join mainstream inclusive education.
- In some cases, due to the nature of disability (its type and degree), personal circumstances and preferences, home-based education will be provided.
- Course curriculum and evaluation system for children with various disabilities shall be developed keeping in view their capabilities. Examination system will be modified to make it disabled friendly by exemptions such as learning mathematics, learning only one language, etc. Further, facilities like extra time, use of calculators, use of Clarke's tables, scribes etc. would be provided based on the requirement.
- Model schools of inclusive education will be set up in each State/U.T. to promote education of persons with disabilities.
- In the era of knowledge society, computers play very important role. Efforts will be made so that every child with disability gets suitably exposed to the use of computers.
- Children with disabilities up to the age of 6 years will be identified and necessary interventions; that they are capable of joining inclusive education.

- Educational facilities will be provided in psychosocial rehabilitation centers for mentally ill persons.
- Many schools discourage enrollment of students on account of their disability due to lack of awareness about the capabilities of disabled persons. Programs will be taken for sensitization of teachers, principals and other staff members in all schools.
- Special Schools presently being supported by the ministry of Social Justice and Empowerment will incrementally become resource centers for inclusive education. Ministry of Human Resource Development shall open new special schools depending upon the requirement.
- Adult learning/leisure centers for adult with severe learning difficulties will be promoted.
- Three percent reservation for persons with disabilities in admission to higher educational institutions shall be enforced. Universities, colleges and professional institutions will be provided financial support to establish Disability Center to take care of educational needs of students with disabilities. They will also be encouraged to make classrooms, hostels, cafeterias and other facilities in the campus accessible to students with disabilities.
- Include a module in induction and in-service training programmes of teachers on issues relating to management of children with disabilities.
- The ministry of Human Resource Development will be the nodal Ministry to coordinate all matters relating to the education of persons with disabilities.

4. Right to Education Act, 2009 (RTE Act 2009) - Right-to Education Act, 2009 and Constitutional Amendment (Making educational fundamental right)

- The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years, making Education of all children a Fundamental Right
- The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal neighborhood school which satisfies certain essential norms and standards.
- Article 21-A and the RTE Act, came into effect on 1 April 2010. With this idea, it has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

RTE ACT, 2009

- The aim of the legislation is to give more shape to the right to free and compulsory education for all enshrined in the Constitution and the PWD Act, and it makes specific reference to the inclusion of disabled children:
- Right of children to free and compulsory education till completion of elementary education in a neighborhood school.
- It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

Provisions (Children):-

- Children cannot be denied admission to a school, or an education, because of their disability.
- Disability ought not to be considered a barrier to elementary education
- Children with disabilities can stay in education until 18 years of age (for free)
- No student can be held back or expelled until he has completed elementary education regardless of age
- Disabled students must be able to participate fully in the schools that they attend

The main features of the Act are as follows:

- Every child between the ages of 6 to 14 years has the right to free and compulsory education.
- Schools will be managed by School Management Committees (SMC).
- Private schools shall admit at least 25% of children at I/ entry level in their schools without charging any fees.
- No child shall be held back, expelled or required to pass a board examination until completion of elementary education.
- A child above six years of age who has not been admitted in any school or though admitted, could not complete his or her elementary education, shall be admitted in a class appropriate to his or her age.
- In this case, he or she shall, in order to be at par with others, have the right to receive special training, in such manner and within such time limits as may be prescribed.
- No child shall be denied admission to a school for lack of age proof.

- A child who completes elementary education shall be awarded a certificate.

The RTE Act provides for the following features:

1. Right of children to a neighborhood school.
2. 'Compulsory Education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child in the six to fourteen age group shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing 8 years of elementary education.
3. Admission to an age appropriate class; and Special Training facilities to first-time-learners and learners with difficulties/delays in learning.
4. Duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
5. Norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher—working hours.
6. Rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, State Legislatures and Parliament, and disaster relief.
7. Appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
8. Prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition.
9. Provides for development of standardized curriculum in consonance with the values enshrined in the Constitution, ensuring all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child learning.

(c)

Educational concessions, facilities and provisions for CWSN.

Different provisions for examination by Maharashtra State Board:-

- 25% Extra time
- Oral Test along with the written examination for Standard I to IX
- Promotion to next class on the basis of the Average
- Writer/ typewriter
- Question papers to be read out
- Exemption from the Second and Third Language
- Physiology-Hygiene and Home Science in place of Science
- Arithmetic
- Standard I to IV— errors of interchanging of computation signs and number reversal to be ignored
 - Arithmetic of Standard V in Standard V & VI
 - Arithmetic of Standard VI in Standard VII & VIII
 - Arithmetic of Standard VII in Standard IX & X
- Use of Calculator at Class X Examination
- Spelling errors and incorrect sentence construction to be ignored.
- Errors in respect of showing directions in Geography to be ignored.
- Students between Standard I & IX exempted from drawing diagrams, graphs, and charts.
- Marks for such questions proportionately distributed to the other questions or students to be provided with supplementary questions.
- 20% consolidated grace marks in one or more subjects
- Students are permitted to write in ordinary print
- Exempted from having to write answers in detail during exams

How to apply for provisions —

- A Certificate is required from the Govt. Surgeon General in Mumbai.
- Certificate can be obtained from the LD Clinics of LTMG Hospital, Sion , Nair Hospital and K.E.M Hospital.
- Applications along with the certificate must reach the Board by January.
- For students of standard V TO IX, the school may apply to the Deputy Director of Education through the Divisional Inspector.

These provisions have been offered since 1996, when the first batch of 13 students with dyslexia appeared for the SSC (Std X) exams. In 2001, the state government passed a Government Resolution formalizing these provisions.

Similar provisions are available at the school level, for students from Std. I to IX. Schools are required to forward the relevant documentation to the Ward Education Officer at the local Municipal Department, to get the approval of the Dy. Director of Education (Secondary Schools). Schools that do not prepare students for the State Board examinations are also covered (i.e. ICSE and CBSE schools).

The list compiled by the state board mentions concessions for students under seven categories of disabilities: visually challenged, hearing and speech impaired, orthopedically handicapped, spastics and those affected by cerebral palsy, those with learning disabilities (LD) and those suffering from autism.

Concessions in SSC/HSC- comparison:-

Concessions in SSC/ HSC (Maharashtra State Board):

- SSC students are given 30 minutes of extra time; while HSC students are given an hour extra to write their papers.
- SSC students are exempted from studying a third language like Hindi or Marathi. Instead, they can take up a vocational subject.
- HSC students may take a vocational subject instead of the second language.
- SSC students are exempted from paper II in Mathematics (Algebra and Geometry). Students may take a vocational subject of 75 marks in lieu of Mathematics paper II.
- All students get 20 grace marks in board exams.
- Students with any form of handicap (physical or mental) are also allowed writers
- Blind/deaf students are allowed to use tape-recorders in classrooms during lessons
- Cursive writing is not enforced

ICSE: Provisions for examination

- Fifteen minutes extra time per hour, or 25 per cent of the total time extra
- Exemption from second language
- Students are allowed to use calculators for Mathematics in case of some disabilities.
- A writer is allowed, if the protocol is followed for one
- The question paper is read out, without being explained in any way, to candidates who have defective eyesight or a certified reading disability

- The council also has special arrangements for candidates who, due to some reason, have to take the examinations from a hospital
- The students are allowed to type out the answers on a computer.

Spastic candidates:

- The Council may allow a spastic candidate up to a maximum of double the time allotted for the candidate to complete the paper, provided he/she is kept incommunicado during that particular examination, each time.
- Such candidates at the examination may be allowed the use of a computer to type the answers with special permission from the Council.

Candidates suffering from Specific Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia, Attention Deficit Hyperactivity Disorder (ADHD)):

- Students are exempted from studying a second language in cases that warrant such an exemption.
- Additional time can be allowed.
- The use of a reader or reader-cum-writer is allowed, in a separate room adjacent to the main examination hall, under supervision
- The question paper may be read out, but not explained in any way to the candidate(s).
- Scientific calculators can be used for mathematical calculations.

CBSE: Provisions for examination

The facilities extended by the Board to the disabled candidates (Dyslexic, Blind, Spastic and candidate with Visual Impairment) are as under:

1. The persons with disabilities (Dyslexic, Blind, Spastic and Candidate with Visual Impairment) have the option of studying one compulsory language as against two. The language opted by them should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language they can offer any four of the following subjects—Mathematics, Science and Technology, Social Science, Another Language, Music, Painting, Home Science and Introductory Information Technology.
2. From the 2002 Examination, alternate questions in lieu of questions requiring special skills based on visual inputs have been provided in Mathematics and Science for Secondary School Examination (Class X).

3. Blind, Physically Handicapped and Dyslexic students are permitted to use an amanuensis. The amanuensis must be a student of a class lower than the one for which the candidate is taking the examination.
4. The visually handicapped students appearing from Delhi were provided question papers with enlarged print for 2003 Examination.
5. Disabled candidates are allowed additional one hour (60 minutes) for each paper of external examination.
6. Board does not give relaxation in minimum marks prescribed by it.
7. Exemption from Examination in the Third Language.
8. The Board considers the Physiotherapy exercises as equivalent to Physical and Health Education course of the Board.
9. Centre Superintendents have been instructed to make arrangements for the conduct of the examination of such candidates on the ground floor as far as possible.
10. Physically challenged children will specifically indicate their category and also state whether they have been provided with a Writer in the columns provided in the main answer book.
11. Answer books of such candidates are evaluated by the Regional Officers at one Nodal Centre.
12. The Centre Superintendents have been requested to send the answer books of such candidates in a separate envelope to the Regional Officer concerned.
13. Separate question papers in Science and Mathematics at Secondary (Class X) level have been provided for blind students w.e.f. 2003 Examinations.
14. Assistant Superintendents for the blinds are teachers from the schools where the blinds are studying. As far as possible, teachers of the same subject are not allowed to be appointed on the day of examination. One invigilator is from outside the school.
15. Assistant Superintendents supervising the physically challenged children who have been granted 60 minutes extra time are paid remuneration @ Rs 50 + 20.
16. Amanuensis are paid @ Rs 100/- per day/paper daily by the Centre. Superintendent from the center charges the amount.