



Department of Distance Education Punjabi University, Patiala

Class : B.Ed.-II

Semester : 4

Paper : XX (Inclusive School)

Unit : II

Medium : English

Lesson No.

- 2.1 : Creating and sustaining Inclusive Practices: Role of teachers, parents and community.
- 2.2 : National Educational Policy, 1986
- 2.3 : Project Integrated education for disabled children (1987), The persons with disabilities Act(1995). The rights of persons with disability Act 2016

Department website : www.pbidde.org

Creating and sustaining inclusive practices: Role of teachers, parents and community**Structure of the Lesson:**

- 4.1 Objectives
- 4.2 Inclusive practices
- 4.3 Role of teacher
- 4.4 Role of Parents
- 4.5 Role of community
- 4.6 Summary
- 4.7 Suggested Questions
- 4.8 Suggested Readings

4.1 OBJECTIVES

After going through this lesson learners will be able to:

- I. Recall the term inclusive practices.
- II. Recall the component of inclusive practices
- III. Explain the role of teacher.
- IV. Explain the role of parents.
- V. Explain the role of community.
- VI. Apply the knowledge in their day to day life and help the persons with disability.

4.2 Inclusive practices

Inclusive practice is an approach to teaching that recognizes the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment. Inclusive practice values the diversity of the student as a resource that enhances the learning experience.

Inclusive practice refers to the principle that a service must be responsive to the needs of all users and that diversity will be acknowledged and respected. Inclusive practice means the service will not discriminate against people or treat them unfairly on the basis of these differences, and negative stereotypes will be challenged.

There are three broad components of inclusive practices.

Physical inclusion is certain in a setting in which all students have equitable access to all facilities, services and activities. Students with disabilities are members of their neighbourhood school, community and of the general education classroom.

Academic inclusion engages diverse students in the teaching-learning process of the general education classroom. Precise curriculum standards, research-based instructional

strategies and high expectations characterize academic inclusion. Success is measured through high levels of achievement for all students.

Social inclusion ensures that all students have the opportunity for the development of reliable friendships with a broad range of their peers in a variety of settings. Acceptance and belonging are considered civil rights for all students within the context of social justice.

There are mainly two types of inclusive practices:

i) Accommodation ii) support services

i) Accommodation: Accommodation is defined as necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms. Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and state assessments.

Different Categories of Accommodations are as follows:

- **Presentation Accommodations:** Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.
- **Response Accommodations:** Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.
- **Timing and Scheduling Accommodations:** Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.
- **Setting Accommodations:** Change the location in which a test or assignment is given or change the conditions of the assessment setting.

In other words accommodation is defined as changing the location of the class; providing different forms of in- class communication; enlarging print or providing all handouts in Braille, allowing students to use assistive techniques in class or during exams; to take exams in private room if necessary and access to all structures, processes, goods, public services and information meant for helping students with disabilities in higher education.

ii) Support Services:

Support Services is another important part of inclusive practices. It is defined as making support services available in the form of technology (including ICT), appropriate teaching- learning materials and availability of trained specialists according to the need of the disabled students. With increasing diversity of students

entering higher education institutions it was found that most influential factors in the provision of quality education were the quality of lecturers and availability of student support services. Another reason for need of support services is the drop-out rate among students with disabilities. Number of support services that are being used by students are child care, financial aid, pastoral care, English language support services, counselling services, health services, library support facilities, employment, study skills assistance, student union clubs, sports and catering facilities help them in attaining academic and self- independence. Support services helps in fulfilling emotional and social needs of the disabled students. Overall, it contributes towards students' learning experience, educational achievement and addresses gaps between knowledge and understanding.

4.3 Role of teacher

Inclusion largely depends on teachers' attitudes towards students with special needs, on their view on differences in classroom and their willingness to deal with those differences effectively. Generally the attitude of teachers has been put forward as a decisive factor in making schools more inclusive. If class teacher do not accept the education of all students as an integral part of their job, they will try to ensure that someone else like specialist teacher takes responsibility for students and will organise special classes.

Teachers play the most important role in inclusion of children with special needs in all aspects of life in the following ways:

- (i) In order to guarantee a minimum of positive teacher attitude, the teacher has to accept having a disable student in his class.
- (ii) Teachers also need adequate methods and material but also the time available for instruction and knowledge and skills acquired through training and experience.
- (iii) An important issue at the teacher and classroom level is a teacher's sensitivity and skills in order to enhance significant social relations between students. Particularly for students with special educational needs, meaningful interactions with non disabled peers are of the utmost importance. The teacher should have the right attitude, but also needs a good understanding of how to develop these interaction and relationships.

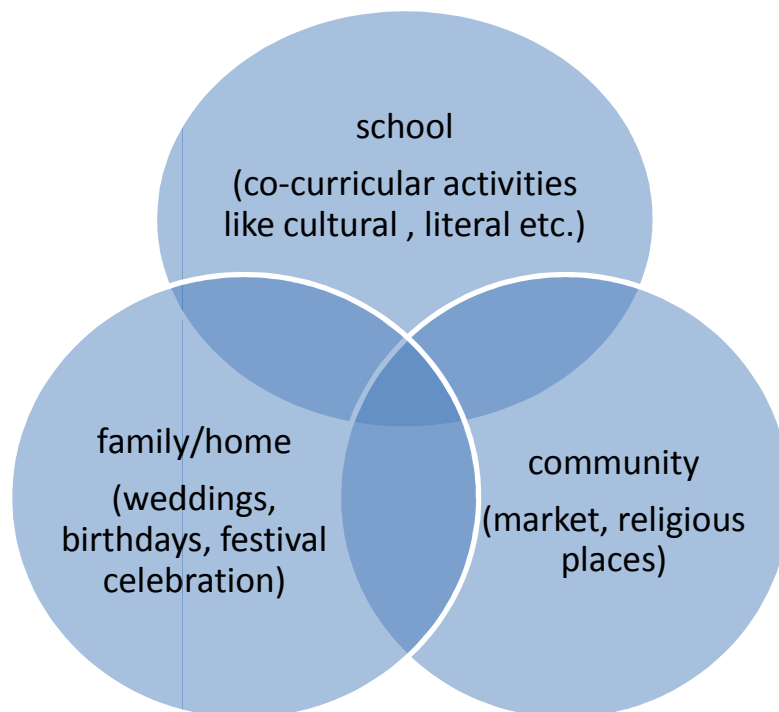
Benefits for teacher

- (I) exchanging information about instructional activities and teaching strategies, thus expanding the skills of both general and special educators
- (II) developing teamwork and collaborative problem solving skills to creatively address challenges regarding student learning
- (III) Promoting the recognition and appreciation that all students have strengths and are contributing members of the school community.

4.4 Role of Parents

Parents play the most important role in inclusion of children with special needs in all aspects of life in the following ways:

- i) parents must know the right of her/his child with disability
- ii) parents must explore national laws and policies to find out how they protect and serve her/his child
- iii) parents can guide and gain the goodwill of other parents and the local community
- iv) parents understand that their child needs assistance and support to benefit from the same environment as other child
- v) parents must understand that a child with disability deserves the same dignity as other children
- vi) parents must understand the concept of human rights and social justice
- vii) parents must visit the school to observe their children during classroom therapy sessions and must participate in meetings



Parents must ensure “visibility” of their children in all areas.

Benefits for family/parents

- (I) Feeling positive about themselves and their children by seeing their children accepted by others, successful in the inclusive setting and belonging to the community where they live.
- (II) Feeling positive about themselves and their children by seeing their children appreciate the value of diversity in others.
- (III) Extending opportunities beyond the school community by fostering school friendships in neighbourhood activities and social events.

4.5 Role of community

Communities are as diverse as schools, and in order to promote their involvement we need to become aware that difference and diversity is normal and should be respected. Community includes the parents, guardians and their extended families, neighbours and all who live in the catchment area. A community may also include religious leaders, businessmen, shopkeepers, government workers and many others.

Depending on where the school is situated (urban, rural, semi rural, urban slum settings) the community may be defined somewhat differently. We need to work with communities to make them aware of the implications of equal rights and opportunities. In an inclusive system of education there is a need to recognize their role, and value and respect their views and opinions.

The community needs to believe that the right to education is a basic human right. Practice reveals that if we want to mobilize the resources needed to improve the quality of our schools, learning for ALL children and achieve sustained, lasting change, we need to involve the community and work together.

Communities also play the important role in inclusion of children with special needs in all aspects of life in the following ways:

- i) Communities can help build awareness and create positive attitudes towards child rights by conducting sensitization programs with active participation of people with disabilities
- ii) The community can be involved in monitoring the media for negative portrayal of people with disabilities.
- iii) The involvement of various associations working for drama and cultural events done on a regular basis has proved to be useful in monitoring how characters and stories project disability and preparing pro-active perceptions of the community including those of parents.

4.6 Summary

Children belong to families and communities. Communities are as much places of learning as schools. An inclusive approach to education recognizes that the community

have a real contribution to make to children's learning and they have the right to be involved in the decision making process. Teacher, parents and communities need to understand each other and reinforce each other's role. Communities may not be aware of the difficulties schools face and to what extent certain children have education related problems that could be solved through increased support from parents and communities. A great challenge is to get the parents of the most marginalized students involved. It becomes necessary to give them the confidence and self worth.

4.7 Suggested Questions

- Q1. What do you mean by inclusive practices?
- Q2. What is role of teacher in creating and sustaining inclusive practices?
- Q3. What is role of parents in creating and sustaining inclusive practices?
- Q4. What is role of community in creating and sustaining inclusive practices?

4.8 Suggested Readings

Bucalos, A. L., & Lingo, A. S. (2005). Filling the potholes in the road to inclusion: Successful research-based strategies for intermediate and middle school students with mild disabilities. *Teaching Exceptional Children Plus*, 1(4).

Fulk, B. M., & King, K. (2001). Classwide peer tutoring at work. *Teaching Exceptional Children*, 34, 49-53.

Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007). Improving comprehension of expository text in students with LD: A research synthesis. *Journal of Learning Disabilities*, 40(3), 210-225.

Garmston, R., & Wellman, B. (2002). *The adaptive school: Developing and facilitating collaborative groups* (4th ed.). El Dorado Hills, CA: Four Hats Seminar.

Mastropieri, M. A., & Scruggs, T. E. (2007). *The inclusive classroom: Strategies for effective instruction* (3rd ed., pp. 178-185). Upper Saddle River, NJ: Merrill/Prentice Hall.

Tate, M. L. (2003). *Worksheets don't grow dendrites: 20 Instructional strategies that engage the brain*. Thousand Oaks, CA: Corwin Press.

NATIONAL EDUCATIONAL POLICY 1986**Structure of the Lesson**

- 5.1 Objectives**
- 5.2 Introduction**
- 5.3 Chief Features of 1986 Education Policy**
- 5.4 The Contents of the Policy**
- 5.5 Criticism of Review of the National Policy on Education**
- 5.6 Self-Check Exercise**
- 5.7 Suggested Questions**
- 5.8 Suggested Books**

5.1 Objectives

After going through the lesson the students will be able to do the following:

- (1) To understand the historical perspectives of the national education policy of education.
- (2) To understand the background of national educational policy of 1968.
- (3) To understand the need for educational policy of 1979 which was never implemented.
- (4) To know the contents of educational policy of 1986.
- (5) To know the merits and demerit of national policy of education 1986.

5.2 Introduction

In ancient India, education was a private affair of the people. It was neither financed by the State nor administered by it. It was imparted in the Ashrams situated in deep forests. The acharayas or the rishis who managed these ashrams were independent in every way. They taught what they deemed fit and they taught as an when they deemed proper. The kings did not interfere in the philosophy or methodology of teaching nor did they make any suggestions with regard to curricula or pedagogical techniques. The rishis were not in the employment of any kings, they did not get any salaries. Rather, they provided free boarding and lodging to their pupils. Every ashram was an autonomous institution and it followed its own policy and programme. There was nothing known as a National Educational policy.

In medieval India the ashrams came closer to cities and the kings and the rajas or nawabs began financing the educational institutions with cash or jagirs. And Education was imparted in tols, pals, maktabas, madrassas or in dharamsalas which were attached to temples or mosques. Teacher thrived on donations in general and in some cases the salaries were also paid. But fees were not charged from students. Education was mainly religious but there was no set policy of Education give either by the society or by the state. The teacher enjoyed academic freedom but had no financial autonomy.

Some centres of learning assumed importance because of their big size and profound scholarship of the teachers in those centres. During the Buddha period, even a little before the great Universities like Taxila, Nalanda, Vikramashila, Vishali had become centres of international importance. But each centre of learning had its own policy of education as decided by the Syndicates of the University. But there was not even the slightest interference of the state. Of course, the kings did occasionally look after the financial needs of different centres of learning. Teachers and students pursued studies on their own choice, some in philosophy, logic, ethics, religion, business, grammar or medicine or warfare.

There was no national policy of education. Higher education was residential in nature and solely teacher centred. National level competitions in different branches of learning were occasionally held and from the acquisitions and accomplishments of the students one would estimate the type of standards of teaching in different universities.

Education in India suffered a serious set-back during the Muslim invasions. The foreign invaders destroyed and looted the centres of learning and burnt the libraries and killed hundreds of teachers mistaking them as soldiers in saffron robes. Muslims were not as much interested in learning as were Hindu kings. The atrocities committed by foreign invaders continued for a long period and continued during the days of British rule by the East India Company. The system of education collapsed and people began receiving education of giving education only secretly.

In modern India in 1813 when the Charter Act of the East India Company was being renewed the British Parliament meeting in England decided that East India Company which was acting as ruler in India should assume the responsibility of educating the Indian natives.

It was said in the Charter Act 1813 that the Government of India would spend a sum of one lakh of rupees each year for the revival and improvement of literature and encouragement of the learned natives and for the introduction and promotion of a knowledge of sciences of the inhabitants of British territories in India.

This Charter Act (1813) marks the first step in the beginning of policy framing for education in India. Interestingly, the East India Company took the responsibility of educating the Indian natives twenty years earlier than their home government did the same in U.K.

Since 1813 the Government of India has been issuing regularly some sorts of policies in the field of education. These policies came through the recommendations of Commissions and Committees on Education like Wood's Despatch (1854), Hunter's Education Committee (1881), Sadlers' Education Commission (1919), through Acts like Universities Act (1901) and through specific policy resolutions like Policy Resolution of 1904 and 1913.

Between 1813 and 1921, the entire education in India was controlled by the Central Government, the states had only to implement the orders and declarations issued by the Central Government. The state governments were merely

puppets in the hands of the Central government.

In 1921, as a part of Montague Chemsford Reforms in the subject of education was transferred from the Central list to the state list and all education except education of the Europeans and the English people was entrusted to the care of the State Governments. The States were given freedom to enact their own laws and spread to promote any type of education they thought was suitable to the people of different states. Some states were more enthusiastic than others and made tremendous progress in the field of schools as well as college education. But some sluggish and unenthusiastic states, ignored education. This resulted in large variation and imbalances in the progress of education. Such imbalances have continued up-to-date. For example, Kerala has 100% literacy against 35% literacy in Bihar and M.P., less still in J and K state.

In 1947, India got independence and in 1950 India became a Democratic Republic. Broad education policy of Free India has been enshrined in the Indian Constitution.

In Independent India as provided in the Constitution education remained included in the State list. There was as such no Education Policy which could be called National. However, in 1948 Basic Education of Gandhiji's views was adopted as a National Pattern of Primary education.

The government reviewed the progress of education through the reports of (a) Radha Krishnan University Education Commission (1948), (b) Mudaliar Secondary Education Commission (1952-53), and (c) Kothari Education Commission (1964-66). The chief recommendations of Kothari Education Commission (1964-66) which there was an agreement of the members of Parliament were enlisted in a document called the National Policy of Education (1968). This was the first National Policy resolution on Education in Independent India. But since Education was a state subject so the state governments did not implement this policy (1968) seriously and sincerely. In 1976, on the recommendations of S. Swaran Singh Committee Report the subject of Education was taken away from the State list and put on the concurrent list by bringing 42nd amendment in the Indian Constitution.

The change gave legal teeth to the Central government to force the state governments to implement the National Policy of Education (1968) in letter and spirit. But unfortunately, the Indira Gandhi government fell and Mr. Morarji Desai took the reins of the government. His government prepared a draft of New Education Policy (1979). The draft was yet to be discussed in the Parliament while the government fell again.

Mr. Rajiv Gandhi came into power in 1985 and his government declared that they would give a new education policy to the nation. The policy which Rajiv Government gave to India in 1986 is known as New National Education Policy.

5.3 Chief Features of 1986 Education Policy

There have been policy resolutions issued in 1904, 1913, 1968 and 1979 (draft). But the one issue in 1986 is in many ways different from the earlier

resolutions. The new resolution is characterised by the following features :

(a) Democratically Framed

All the earlier policy resolutions were framed by the Central government without consulting the people. As such, they were dictatorial in nature, they were raised from above, people were not involved in their formation. But the 1986 policy was based on the opinions and suggestions of the people.

In 1985 (August), the Government of India issued a book known as "Challenge of Education - a Policy Perspective." In this booklet, the existing situation on education as it obtained in the country was very faithfully projected and the mind of the government how it wanted to reform the system was also mirrored. The booklet "Challenge of Education - a Policy Perspective" was translated into all the Indian languages enlisted in the VIII Schedule of the Indian Constitution and distributed free among the Indian people. All people interested in education—teachers, lawyers, doctors, engineers, politicians, thinkers etc. were requested to offer suggestions towards improving the system of education. A very large number of seminars, discussions, conferences and symposia were arranged. A National debate was initiated on the subject in hand.

Hundreds of letters, memorandums, representations were received by the government. They were all pursued and a National Policy Draft was prepared and discussed in the Parliament. Finally, the Government of India issued a New National Policy on Education in 1986 in May, 1986. We can declare that the New Policy on Education has the sanction of the people and thus has been framed democratically.

(b) 21st Century Oriented

This policy is futuristic in outlook and has been formulated keeping in view the demands of the 21st century. It has been intended to enter the 21st century with due preparation and determination. The Preamble lays down, "There are moments in history when a new direction has to be given to an age old process. That moment is today. "Again Para 2.4 says : In sum, education is a unique investment in the present and the future. This cardinal principle is the key to the National Policy of Education."

(c) The Policy has a Legal Force behind it

When the previous Educational Policies were announced in 1904, 1913, 1968 and 1979, education was on the State list. So the policies were advisory in nature. The Central government had no legal authority to ask the state governments to implement the policies.

But since 1976 the position has changed. Education is on the concurrent list and both the central government and the state governments are equal partners in the business of education. The central government has been now legally empowered to ask the state governments to implement the 1986 policy of education.

(d) Adequate Finances Promised

In the previous policies since Education was a state subject, no funds were allocated towards their implementation. But in the present policy, education will be treated as a crucial area of investment for national development and survival. The government has promised to provide adequate funds and spend atleast 65%

of the G.N.P. on education against the present rate of 3.2% only.

(e) Policy is accompanied with a Plan of Action

Another characteristic of the new policy is that it is accompanied with a detailed "Programme of Action" which lays down how each scheme envisaged in the policy is to be implemented, evaluated and monitored. The progress of implementation will be reviewed periodically and efforts would be made to remove the impediments, if any.

(f) Provision for Review

The implementation of the various parameters of the New Policy will be reviewed every five years. Appraisals at short intervals will also be made to ascertain the progress of implementation and the trends emerging from time to time.

5.4 The Contents of the Policy

The 1986 National Policy on Education is very comprehensive document having 12 parts devoted to different aspects and areas of education. The main characteristics are as under :

- (a) In our national perception education is essential for all.
- (b) The concept of national system of education implies that up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. For this, effective measures will be taken in the direction of the Common School system recommended in the 1986 policy.
- (c) The common school structure would be 10+2+3.
- (d) Education will strengthen world view and motivate the younger generation for international cooperation and peaceful co-existence.
- (e) To promote equality, equal opportunities of education would be provided to all.
- (f) Minimum level of learning will be laid down for each stage of education.
- (g) Life-long education will be a cherished goal of the educational process.
- (h) Education will be used as an agent of basic change in the status of women.
- (i) In all areas and in all dimensions rural male, rural female, urban male and urban female education of the minorities, the handicapped and the scheduled castes there will be equalization in education.
- (j) Illiteracy will be wiped out from India by the year 2000.
- (k) Universalization of elementary education will be achieved through programme like Early Childhood Care and Education (ECCE), pre-primary education, 8 years compulsory schooling, provision of school facilities, non-formal education and removal of school drop out menace.
- (l) Secondary education will be strengthened multisidely and it would be rapidly vocationalized. By the year 2000, 25% students will be covered under the vocational stream of the 10+2+3 structure.
- (m) The standards of higher education at all levels will be improved, research will be encouraged and open universities and distance learning programmes will be initiated.

- (n) Degrees will be delinked from jobs.
- (o) Rural universities will be developed on the lines of Mahatama Gandhi's idea on education.
- (p) Technical and management education will be given extra emphasis keeping in view the rapid expansion of knowledge and the great advances in science and technology.
- (q) Efforts will be put into the functional aspects of education to ensure that system of education should work. All teachers should teach and all students study.
- (r) The curricula at all levels will be geared to nation's needs and people's ambitions and books will be thoroughly revised and updated.
- (s) Population education will be imparted at all levels of education.
- (t) Sports and physical education programmes will be included in the evaluation or performance.
- (u) The government and the community would endeavour to create conditions which will help motivate and inspire teachers. A system of teacher evaluation will be created and reasonable opportunities of promotion to higher grades will be provided. And the system of teacher education (i.e. preparation) would be over-hauled.
- (v) Non-government and voluntary organisations will be encouraged.
- (w) Resources to the extent possible will be raised and education will be treated as a crucial area of investment for national development and survival.
- (x) The implementation of the various parameters of the new policy will be reviewed every five years.
- (y) The nation wide efforts in Human Resource Development will be intensified and the base of the pyramid which might come close to a billion people at the turn of the century will be strengthened.
- (z) Given our tradition which has almost always put high premium on intellectual and spiritual attainment, we are bound to succeed in achieving our objectives.

5.5 Criticism and Review of the National Policy on Education

The Policy was well received in Congress ruled states but the Non-Congress governments rose in rebellion. They tried to establish an all India organisation to register their protest. A rally was organised in 1989 in Calcutta and it was resolved that a signature campaign be started against the implementation of this policy.

On August 8, 1989, the retired Supreme Court Judge, Mr. R. Krishan Ayer, who was the Chairman of the opposing group declared that the New Policy was an attack on liberal democratic education. This policy would fail to ensure success of primary education and remove illiteracy from the country. He appealed that the policy may be withdrawn and a new policy be announced which the opposition was preparing. The important area launched by Mr. Ayer were as follows :

- (a) 8 years primary education should be universal.
- (b) 100% children between 6 and 14 years should be brought to the schools.

- (c) Secondary education should provide bases for knowledge and research.
- (d) Secondary education should be made accessible to all children and no child will have to walk more than a kilometer to reach a high school.
- (e) Educational institutions would be provided all necessary physical and other facilities.
- (f) Scientific attitude will be inculcated in children and education would be a secular in character.
- (g) School Education Boards and Universities would be autonomous in every way.
- (h) Research will be encouraged on priority bases.
- (i) Fear and frustration will have no place in education.
- (j) The government will bear the entire expenditure on education.

Despite opposition the new policy was put into implementation. In the meantime, another political event had happened after Rajiv took as Prime Minister. When the Congress government had collapsed and V.P. Singh had been saddled in the P.M's chair. He appointed Acharya Rama Murti Review Committee to have a second look at 1986 policy. He had not yet submitted his report that V.P. Singh lost the confidence of the M.Ps. and Shri Chander Shekhar took over as Prime Minister. Acharya Rama Murti submitted his report to Shri Chander Shekhar. But he too fell and the Congress government returned to power once again under the Prime ministership of Mr. Narsimha Rao. The Congress began harping on the 1986 policy of Education. But the Acharya Rama Murti Committee Report was before the Parliament and it had to be disposed of before retaking the 1986 N.P.E.

The Central Advisory Board of Education (CABE) appointed Janardan Reddy, the Chief Minister of Andhra Pradesh to study the Acharya Rama Murti Review Committee Report and modify the 1986 Policy resolution accordingly. Janardan Reddy presented his report in 1992 to Shri Narsimha Rao. He had suggested that :

- (1) Primary education be made universal.
- (2) Non-formal educational programmes should be divided to bring back the dropped out students into the folds of education.
- (3) Local Advisory Committees be established to ensure the spread and success of primary education.
- (4) Primary Education and Adult Education be merged under the programme of Mass Education.

Acharya Rama Murti had also suggested that Primary Education be made the fundamental right of children. But Reddy Committee had rejected this suggestion.

With the modifications suggested by Mr. Reddy the 1986 Education Policy was approved by the Parliament and sent to states for implementation. Alongwith the policy, the Action Plan 1986 was revised and rechristened as Action Plan, 1992.

Let us see what has the next Government to say about "National Education Policy". A New Policy is in the offing, it is everybody's guess. It is heartening to not, however, that the 1986 policy is being implemented in certain areas sincerely and

in other casually.

5.6 Self-Check Exercise Questions

	Answer
1. In the ancient India, there was no National policy of education.	Yes/No
2. The Muslim rulers and invaders did not have any national policy of education.	Yes.No
3. The Charter Act of 1813 made the Britishers responsible for Indian Education	Yes/No
4. During 1813 and 1921, the education system of India controlled by the Central Government.	Yes/No
5. Rajiv Gandhi government worked out the national policy of education 1986.	Yes/No
6. National Policy on education was not democratically prepared along with its programme of action.	Yes/No
7. The policy aimed at education of twenty first century and need not be reviewed.	Yes/No
8. This policy dealt in details about all levels of educational ladder.	Yes/No
9. The national policy of education 1992 is an original document having nothing to do with national policy of education 1986.	Yes/No
10. In 1992, National Policy of education, primary education has been made as one of the fundamental right of the individual.	Yes/No

Answer Key : (1) Yes (2) Yes (3) Yes (4) Yes (5) Yes
(6) No (7) No (8) Yes (9) No (10) No

5.7 Suggested Questions

1. Enlist the main recommendations of the NPE, 1986.
2. Write short notes on the following :
 - (a) Name the education policies in slave India and independent India.
 - (b) Trace in brief the history of events leading to the formulation of 1986 NPE.
 - (c) Why could not the 1986 policy be implemented ?
 - (d) Enlist six special features of NPE, 1986.
 - (e) Briefly discuss the views of R. Krishna Iyer about 1986 Policy.

5.8 Recommended Books

1. M.H.R.D., New Delhi : National Policy on Education 1986 with identifications undertaken in 1992.
2. -do- Programme of Action, 1992
3. Sharma, T.R. : Bharti Siksha (Punjabi), Patiala, Century Twenty one Publications, 1998
4. Ministry of Education Government of India : Challenge of Education-A Policy Perspective, 1985

Project Integrated Education for Disabled Children (1987), the Persons with Disabilities Act (1995), The Rights of Personal with disability Act 2016**Structure of the Lesson:**

- 6.1 Objectives
- 6.2 Project Integrated Education for Disabled Children (1987)
- 6.3 The Persons with Disabilities Act (1995)
 - 6.3.1 The Persons with Disabilities Act (1995)- Education
 - 6.3.2 The Persons with Disabilities Act (1995)- Employment
- 6.4 The Rights of Persons with disability Act 2016
- 6.5 Summary
- 6.6 Suggested Questions
- 6.7 Suggested Readings

6.1 OBJECTIVES

After going through this lesson learners will be able to:

- I. Recall the term Project integrated education for disabled children (1987)
- II. Recall the term The Persons with Disabilities Act (1995)
- III. Know about the Act of the person with disabilities
- IV. Explain the Project integrated education for disabled children (1987)
- V. Explain the Act 'The Persons with Disabilities (1995)'

6.2 Project Integrated Education for Disabled Children (1987)

Over the years, the government has launched various programmes and schemes to meet its commitments towards the education of children with disabilities. Among the first of these efforts was the Project Integrated Education for Disabled Children (PIED) launched in 1987 with combined efforts of the ministry of Human Resource Development (MHRD) and UNICEF. After it's launching there was a shift in strategy, from a school based approach to a composite Area Approach. In this approach, a cluster, instead of the individual school approach is emphasized.

The main points under PIED are as follows:

- i) A cluster, usually a block of population is taken as the project area.
- ii) All the schools in the area are expected to enrol children with disabilities.
- iii) Training programmes were also given to the teachers.
- iv) This project was implemented in one administrative block each in Madhya Pradesh, Maharashtra, Nagaland, Orissa, Rajasthan, Tamil Nadu, Haryana, Mizoram, Delhi Municipal Corporation, and Baroda Municipal Corporation.

- v) The approach is an improvement over the special schools in many ways and appears to be the only way towards universalizing education of the disabled children.
- vi) It is more cost effective and easier to organise, since existing school infrastructure is to be made use of.
- vii) Under PIED, there has been a significant increase in the number of not only mildly disabled, but also severely disabled children, with the number of orthopedically handicapped children far outstripping other disabled children.
- viii) All these perform at par with non- disabled children in fact their retention rate is higher than that of non disabled children and absenteeism is low.
- ix) PIED has also had a positive impact on the attitudes of the teachers, the heads of schools, as well as parents and the community in general. Also, the interaction between the disabled and the non- disabled children is good.

6.3 The Persons with Disabilities Act (1995)

This Act may be called the Person with disabilities (Equal opportunities, Protection of Rights and Full Participation) Act, 1995

It extends to the whole of India except the state of Jammu and Kashmir.

According to this Act (The Persons with Disabilities Act (1995))

Disabilities may be defined as follows:

‘Disability’ means:

- (a) Blindness ; ‘Blindness’ refers to a condition where a person suffers from any one of the following conditions, namely:-
 - (i) Total absence of sight
 - (ii) Visual acuity not exceeding 6160 or 2012009 (snellen) in the better eye with correcting lenses, or
 - (iii) Limitation of the field of vision subtending an angle of 20 degree or worse
- (b) Low vision
- (c) Leprosy – cured means any person who has cured of leprosy but is suffering from;
 - (i) Loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
 - (ii) Manifest deformity and paresis; but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
 - (iii) Extreme physical deformity as well as advanced age which prevents him from undertaking any gainful occupation and the expression “leprosy cured” shall be construed accordingly;
- (d) Hearing impairment – means loss of sixty (60) decibels or more in the better year in the conversational range of frequencies;

- (e) Loco motor disability – means disability of the bones, joints muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy
- (f) Mental retardation – means a condition of arrested or incomplete development of mind of a person which is specially characterized by sub normality of intelligence;
- (g) Mental illness – means any mental disorder other than mental retardation;

Different types of disabilities are as follows:



6.3.1 The Persons with Disabilities Act (1995)- Education

1. The appropriate Governments and the local authorities shall:

- (i) Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years;
 - (ii) Endeavour to promote the integration of students with disabilities in the normal schools
 - (iii) Admit them without discrimination and provide education and opportunities for sports and recreational activities equally with them
 - (iv) Promote setting up of special schools in Government and private sector for those in need of special education, in such a manner that children with disabilities living in any part of the country have access to such schools;
 - (v) Endeavour to equip the special schools for children with disabilities with vocational training facilities;
2. The appropriate Government and the local authorities shall be notification make schemes for-
- (i) Conducting part- time classes in respect of children with disabilities who having completed education up to class fifth and could not continue their studies on a whole – time basis;
 - (ii) Conducting special part – time classes for providing functional literacy for children in the age group of sixteen and above;
 - (iii) Imparting non formal education by utilizing the available manpower in rural areas after giving them appropriate orientation;
 - (iv) Imparting education through open schools or open universities;
 - (v) Conducting class and discussions through interactive electronic or other media;
 - (vi) Providing every child with disability free of cost special books and equipments needed for his education.
3. The appropriate Governments shall set up adequate number of teachers' training institutions and assist the national institutes and other voluntary organizations to develop teachers' training programmes specializing in disabilities so that requisite trained manpower is available for special schools and integrated schools for children with disabilities.
4. Specific measures to promote and facilitate inclusive education;
- (i) Transport facilities to the children with disabilities or in the alternative financial incentives to parents or guardians to enable their children with disabilities to attend schools.
 - (ii) The removal of architectural barriers from schools, colleges or other institution, imparting vocational and professional training;
 - (iii) The supply of books, uniforms and other materials to children with disabilities attending school;
 - (iv) The grant of scholarship to students with disabilities;
 - (v) Suitable modification in the examination system to eliminate purely mathematical questions for the benefits of blind students and students with low vision;
 - (vi) Restructuring of curriculum for the benefits of children with disabilities;

- (vii) Restructuring the curriculum for benefits of students with hearing impairment to facilities them to take only one language as part of their curriculum

6.3.1 The Persons with Disabilities Act (1995)- Employment

According to this act (The Persons with Disabilities Act (1995)) :

1. No establishment shall discriminate against any person with disability in any matter relating to employment .
2. No promotion shall be denied to a person merely on the ground of disability.
3. Appropriate governments shall-
 - (i) identify posts, in the establishment, which can be reserved for the persons with disabilities.
 - (ii) At periodical intervals not exceeding three(3) years, review the list of posts identified and up- date the list taking into consideration the development in technology.
4. Every appropriate Governments shall appoint in every establishment such percentage of vacancies not less than three per cent, for persons or class of persons with disabilities of which one per cent. Each shall be reserved for persons suffering from-
 - (i) Blindness or low Vision
 - (ii) Hearing impairment
 - (iii) Loco motor disability or cerebral palsy
5. The appropriate Government and local authorities shall be notification formulate schemes for ensuring employment of persons with disabilities and such schemes may provide for-
 - (i) The training and welfare of persons with disabilities
 - (ii) The relaxation of upper age limit
 - (iii) Regulating the employment
 - (iv) Health and safety measures and creation of a non handicapping environment in places where persons with disabilities are employed.
 - (v) The manner in which and the person by whom the cost of operating the schemes is to be defrayed and
 - (vi) Constituting the authority responsible for the administration of the scheme.

6.4 Rights of Persons with Disabilities (RPwD) Act, 2016: The types of disabilities which were seven in number in the Act 1995 increased to twenty one in this Act. The list of 21 disabilities are as follows:

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. Speech and Language disability
9. Hemophilia
10. Multiple Disabilities including deaf-blindness
11. Parkinson's disease
12. Mental Illness
13. Acid Attack victim
14. Sickle Cell disease
15. Thalassemia
16. Specific Learning Disabilities
17. Chronic Neurological conditions
18. Muscular Dystrophy
19. Cerebral Palsy
20. Autism Spectrum Disorder
21. Multiple Sclerosis

In this Act the nomenclature mental retardation is replaced by intellectual disability which is defined as “a condition characterized by significant limitation both in intellectual functioning (reasoning, learning, problem-solving) and in adaptive behavior which covers a range of every day social and practical skills including specific learning disabilities and autism spectrum disorders.” The Act provides an elaborate definition of mental illness which is “a substantial disorder of thinking, mood, perception, orientation, or memory that grossly impairs judgment, behavior, and capacity to recognize reality or ability to meet the ordinary demands of life but does not include retardation which is a condition of arrested or incomplete development of mind of a person, especially characterized by subnormality of intelligence.

Differences and Similarities:

The Persons with Disabilities Act, 1995	Rights of Persons with Disabilities (RPwD) Act, 2016
Equal Opportunities, Protection Of Rights And Full Participation) Act, 1995	Convention on the Rights of Persons with Disabilities on the 13th day of December, 2006
Ministry of Law, Justice and Company Affairs	Ministry of Law And Justice
Act of Parliament received the assent of the President on the 1st January, 1996.	Act of Parliament received the assent of the President on the 27th December, 2016.
There are fourteen chapters in PwD Act, 1995: Chapter 1 Preliminary Chapter 2 The Central Coordination Committee Chapter 3 The State Coordination Committee	There are Seventeen chapters in RPwD Act, 2016: Chapter 1 Preliminary Chapter 2- Rights And Entitlements

<p>Chapter 4 Prevention And Early Detection Of Disabilities Chapter 5 Education Chapter 6 Employment Chapter 7 Affirmative Action Chapter 8 Non – Discrimination Chapter 9 Research And Manpower Development Chapter 10 Recognition Of Institutions For Persons With Disabilities Chapter 11 Institution For Persons With Severe Disabilities Chapter 12 The Chief Commissioner And Commissioners For Persons With Disabilities Chapter 13 Social Security Chapter 14 Miscellaneous</p>	<p>Chapter 3- Education Chapter 4- Skill Development And Employment Chapter 5- Social Security, Health, Rehabilitation And Recreation Chapter 6- Special Provisions For Persons With Benchmark Disabiilites Chapter 7- Special Provisions For Persons With Disabilities With High Support Needs Chapter 8- Duties And Responsibilities Of Appropriate Governments Chapter 9- Registration Of Institutions For Persons With Disabilities And Grants To Such Institutions Chapter 10- Certification Of Specified Disabilities Chapter 11- Central And State Advisory Boards On Disability And District Level Committee Chapter 12- Chief Commissioner And State Commissioner For Persons With Disabilities Chapter 13- Special Court Chapter 14- National Fund For Persons With Disabilities Chapter 15- State Fund For Persons With Disabilities Chapter 16- Offences And Penalties Chapter 17- Miscellaneous</p>
<p>There was no provision for punishment and penalties for any kind of injustice towards persons with disabilities. Here are some of the differences and similarities in both the act In relation to education Free education till the age of 18 years Integration of disabled students in normal schools</p>	<p>There is punishment for fraudulently availing any benefit meant for persons with benchmark disabilities. In relation to education Recognized and funded institute should provide Inclusive education to the disabled Provision of equal opportunities for</p>

<p>Setup of special school in govt. and private sector</p> <p>Special schools with vocational training facilities</p> <p>Conduct part time classes for those students who discontinue studies after class V</p> <p>Conduct part time classes for providing functional literacy for children in the age group of 16 and above</p> <p>Imparting non formal education with the help of available manpower</p> <p>Providing education through open schools and universities</p> <p>Conducting classes through electronic media</p> <p>Provision of special books, uniform and equipment free of cost</p> <p>Initiation for research work related to designing and developing special teaching aids or materials</p> <p>Special teacher training institute must be set up so that trained manpower is available for special and integrated schools</p> <p>Provision of transport facilities</p> <p>Vocational and professional schools and training institute should be infrastructural barrier free</p> <p>Grant of scholarship</p> <p>Setting up of grievances redressal for parents for the placement of such children</p> <p>Mathematical questions should be abolished for the benefit of Blind and low vision students</p>	<p>admission and participation in all the co curricular activities</p> <p>Easily accessible infrastructure and accommodation facilities</p> <p>Early detection of learning disability so that necessary remediation measures can be taken to overcome them</p> <p>Monitoring of participation achievement and completion of education of every disabled students</p> <p>Provision of transport facilities to the disabled as well to the attendant also</p> <p>Measures to promote inclusive education</p> <p>Identifying disabled children and ascertaining their special needs within a period of two years from the date of commencement of this act</p> <p>Employment of trained teachers who are well trained in sign language and Braille and also able to handle children with intellectual ability</p> <p>Support inclusive education by professional trained staff</p> <p>Establish large number of resource centers</p> <p>Promote the use of means and modes of communication for the persons with speech or language disabilities so that they can participate in the community or society</p> <p>Provision of books and other learning materials free of cost to the disabled students upto the age of eighteen years</p> <p>Grant of scholarship to the cases with bench mark disabilities</p> <p>Suitable modification to be done in the curriculum and examination system</p> <p>To meet the need of disabled students, provision of extra time for completion of examination paper, facilities of writer, and exemption from second or third language should be there</p> <p>Research based learning should be</p>
---	---

	promoted for their improvement
--	--------------------------------

6.5 Summary

Project Integrated education for the disabled (PIED, 1987) : the ministry of Human Resource development (MHRD) in association with UNICEF and the national Council for Educational Research and Training (NCERT) undertook “Project Integrated education for the disabled(PIED)”. The aim of the project was to strengthen the implementation of the Integrated Education for Disable Children(IEDC) scheme. The PWD act , 1995 proposed the provision of improved educational services, medical care, employment and social security for all person with disabilities. The Act stated that whenever possible students with disabilities should be educated in regular school setting.

6.6 Suggested Questions

- Q1. When the Project integrated education for disabled children started.
- Q2. What do you mean by ‘The Persons with Disabilities Act (1995)’?
- Q3 Explain the Project integrated education for disabled children (1987).
- Q4 Explain the Act ‘The Persons with Disabilities (1995)’
- Q5 Differentiate between 'The persons with Disabilities act (1995) and The rights of persons with disability act 2016

6.7 Suggested Readings

- Bucalos, A. L., & Lingo, A. S. (2005). Filling the potholes in the road to inclusion: Successful research-based strategies for intermediate and middle school students with mild disabilities. *Teaching Exceptional Children Plus*, 1(4).
- Fulk, B. M., & King, K. (2001). Classwide peer tutoring at work. *Teaching Exceptional Children*, 34, 49-53.
- Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007). Improving comprehension of expository text in students with LD: A research synthesis. *Journal of Learning Disabilities*, 40(3), 210-225.
- Garmston, R., & Wellman, B. (2002). *The adaptive school: Developing and facilitating collaborative groups* (4th ed.). El Dorado Hills, CA: Four Hats Seminar.
- Kakkar, Nidhi, creating an inclusive school, Vijaya Publication, Ludhiana
- Mastropieri, M. A., & Scruggs, T. E. (2007). *The inclusive classroom: Strategies for effective instruction* (3rd ed., pp. 178-185). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Tate, M. L. (2003). *Worksheets don't grow dendrites: 20 Instructional strategies that engage the brain*. Thousand Oaks, CA: Corwin Press.
- Virk,k, Jaswant & Santosh, Creating an Inclusive School, Twenty first century Publication