PREFACE

In a bid to standardise higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses: core, generic discipline specific elective, and ability/ skill enhancement for graduate students of all programmes at Elective/ Honours level. This brings in the semester pattern, which finds efficacy in tandem with credit system, credit transfer, comprehensive and continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry acquired credits. I am happy to note that the University has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade "A".

UGC Open and Distance Learning (ODL) Regulations, 2017 have mandated compliance with CBCS for U.G. programmes for all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme.

Self Learning Materials (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English. Eventually, these will be translated into Bengali too, for the benefit of learners. As always, we have requisitioned the services of the best academics in each domain for the preparation of new SLMs, and I am sure they will be of commendable academic support. We look forward to proactive feedback from all stake-holders who will participate in the teaching-learning of these study materials. It has been a very challenging task well executed, and 1 congratulate all concerned in the preparation of these SLMs.

I wish the venture a grand success.

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Under Graduate Degree Programme
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Course: Special and Inclusive Education
Course Code: GE-ED-21

Module-I
SPECIAL EDUCATION

Module-II
LEADERSHIP IN INCLUSIVE EDUCATION

Unit 1 ❑ Perspectives of Special Education

Structure

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1.1 Objectives

After reading this unit, learners will be able to:

● Know the historical perspective of special education;

● Understand the concept of exceptionality, disability and diversity;

● Discuss Perception of society towards Individual with Disabilities.

1.2 Introduction

Education in a democracy emp hasizes the freedom, dignity of the individual, responsible

citizenship, economic efficiency, self-realization and equality of opportunities. Right To Education (RTE) is a universal human right as mentioned in Article 26 (I) of Universal declaration of Human Rights. From this point of view, on no ground can any individual be Denied the RTE. Moreover, the right of all children to develop to their maximum potential is inherent in the philosophy of democracy. The landmark passing of RTE Act 2009 marks a historic moment for children of India as it gives guarantee to their rights to quality elementary education by the state. RTE provides a ripe platform to reach the unreached, with specific provisions for disadvantaged groups including Children with Disability (CwD). The Indian Education Commission (1964-66) first officially recommended the education of CwD in regular schools. The National Policy on Education (NPE, 1986) focused special attention on the education of CwD for achieving the goal of Education for All (EFA). The urgency of the need to educate and rehabilitate the Persons with Disability (PwD) is not only based on altruistic and humanistic motive, but it also has economic and political dimensions. The uneducated and untrained CwD grow up into adults as economically dependent and that influences the quality of life. It becomes imperative, therefore to train them in some kind of vocations which may enable the PwDs to become economically independent. In order to understand the present status of the education of the CwD in India, it is essential to know the concept of disability, meaning, historical background and concept of 'Special Education'.

1.3 Historical perspective of Special Education

1.3.1 Concept of Special Education

Special education, as its name suggests, is a specialized branch of education. Hallahan and Kauffman (2006) defined Special Education as specially designed instruction that meets the unusual needs of an exceptional learner. Special education means specially designed instruction to meet the unique needs of a child with a disability, including - (i) Instruction conducted in the classroom, in the home, in hospitals in institutions, and in other settings; and. (ii) Instruction in physical education.

In 1975, the Education for All Handicapped Children Act (EHCA, PL 94-142) mandated that states should provide a "free and appropriate public education" (FAPE) to all students, including those with physical, mental, or behavioural disabilities. This special education must include a comprehensive screening and diagnosis by a multi-disciplinary team and the development of an annual Individualized Education Plan (IEP) for each of the students, outlining academic and behavioural goals, services to be provided, and methods

of evaluation. The parents of such students must provide consent for initial screening and must be invited to participate in all phases of the process.

In 1997, the Individuals with Disabilities Education Act (IDEA) expanded the special education services by mandating that all children with disabilities - regardless of the type or severity of their disability - between the ages of three and 21 years are entitled to FAPE in the least restrictive environment. That is, children requiring special education must by educated with non-disabled children to the maximum extent possible in an appropriate program to meet their special needs. While the majority of children with disabilities are taught at least part-time in a general classroom setting, many children are segregated, most often due to a lack of staff and resources to support special needs students in general classrooms. This stipulation that special-needs children be educated in the least restrictive environment leding to the practice of mainstreaming, which is the policy of placing special education students in regular classrooms as much as possible and using separate resource rooms where the students receive special tutoring, review, and instruction.

Special education can include a range of support services, depending on the special needs of the student. Support services may involve physical assistance and therapy, counselling and psychotherapy, modified learning environments and assistive learning devices, educational and psychological assessments, and behavioural modification techniques.

Special Education has certain special objectives which are given below:

● Early identification and assessment of special needs of CwD.

● Early intervention to prevent a handicapping condition from becoming a serious one for remediation of learning problems and compensation by teaching the child new ways of doing things.

● Parent counselling about prevention and remediation of defects, care, and training of CwD in daily living skills, self-help skills, pre-academic skills and communication skills.

● Community mobilization and awareness of problems of CwD and their education.

● Rehabilitation of the CwD which is clearly stipulated by NPE (1986/1992).

● Effective living of CwD.

1.3.2 History of Special Education

Researchers have conceptualized the history of special education in stages that highlight

the various trends that the field has been experienced.

The history of Special Education has passed through a very turbulent phases and can be briefly summarized under the following (Chavan & Rozatkar, 2016):

i) **Pre-Industrialization Phase:** From the dawn of civilization to the beginning of industrialization period, people born with "abnormal" physiognomy were treated with fear or ridicule (and perhaps continue to do so in many societies).

ii) **Industrialization Phase:** Although industrial revolution is associated with increasing wealth and productivity, it also brought in many ill effects. Migration to bigger cities led to development of slums, poverty, diseases, and crimes. Families started valuing those with vocational ability and started neglecting members who were not able to work. The individual who had low intelligence were left out and were labelled as feeble-minded, degrading, and stigmatizing.

iii) **Humanitarian Approach:** In 1846, Dr Samuel Gridley Howe from Boston persuaded Massachusetts Legislature to appoint a commission to inquire into the condition of 'idiots'. After survey and close study, he for the first time observed, "These are the proper subjects of education, they can be taught to do some kind of labour and they can be made self-sufficient". It led to many state run schools for these persons. However, these schools were a failure because Howe and his fellows (Sequin and Wilbur) were too optimistic, unrealistic in expectations as they expected to restore all 'idiots' to normal functioning.

iv) **Demonology of the Defectives:** The scientific developments of Darwinism, sociological approach, Mendelian theory of genetics, and Binet psychometric tests advocated, directly or indirectly that feeble minded individuals, who could be easily identified and quantified, are risk to the society. Thus, the society started thinking ways to prevent feeble mindedness from occurring and working on ways how to control those in whom it did occur. The segregation seemed to be the best method where feeble minded could be cheaply and wisely cared for along with prevention and societal protection.

v) **Period of John F Kennedy:** In 1963, based on recommendations of President's Panel on Mental Retardation, JF Kennedy made a speech to the Congress of United States and asked for new resources to address the needs for people with mental retardation. Soon, virtually every state launched special educational programs for these persons.

Universally in the past, PwD were viewed as bad omens, and were prevented from participating in the activities necessary for survival. They were excluded from the purview of normal educational experiences. They were treated as imperfect and hence unfit to profit from regular schools and facilities.

In the early nineteenth century, the idea of democracy, individual freedom and egalitarianism that swept in the west and advances in learning theory and technology have contributed to the emergence of optimistic attitude towards these people.

Globally, special education has evolved through five stages which are mentioned here:

I.   The first stage refers to the stage of neglect.Disability was viewed as punishment for past sins and nobody wanted to interfere in the justice meted out to PwD by God.

II. The second stage refers to the stage of pity and compassion. During this stage, the PwD were protected and pitied especially, by the religious institutes to reduce misery and pain.

III. The third stage refers to the stage of special school.The innovation of Braille and efforts of doctors, psychologists and educatorsfor education and training of PwD encouraged establishment of schools for CwD. Segregation continued to be the watch world in special education.

IV. The fourth stage refers to the stage of mainstreaming and integration. Mainstreaming and integration of CwD in general schools had received attention as a part of the normalization movement. As a reaction to categorization and labeling the artificial boundaries of general and special education came under the scrutiny in the fifth stage.

V.   The fifth stage refers to the stage of development of the concept of special needs.

History of Special Education in India

(Source : Usha Ram, 2004)

- The concept of mental retardation was first mentioned in the '*Arthava Veda*'.

- A much older system of philosophy, the '*Sankhya*', contains a statement on different types of intellectual disabilities.

- According to the '*Garba Upanishad*', babies with birth defects were 'born to parents whose minds are distressed'.

- The '*Pathanjali Yoga Sutras*' deal with yoga as a therapy in which mental retardation has also been taken into consideration.

- The great physician Charaka had given various causes of mental retardation and discussed its different types and classifications.

- Clear references to persons with mental retardation can be traced in the Sangam literature (200 BC-AD 200) by Erayanar and Avviayar and more recently by Thiruvalluvar.

- In the fourth century BC, Kautilya banned the use of terms insulting persons with disabilities. He employed many people with disabilities in his spy-network.

- King Amarsakti had three sons, Vasusakti, Ugrasakti and Anekasakti, who were 'greater fools' or 'supreme blockheads'. This folly caused their father's courtier, Vishnu Sharma, to devise the world's, first special education text, Panchantantra, around the first century BC.

- Ancient Hindu, Buddhist and Sanskrit texts treat idiocy like other birth handicaps, occuring due to sins committed as a consequence of the guilt of former crimes in an earlier incarnation. According to Manu, the Law Giver, such. persons are born idiots, dumb, blind, deaf and deformed and are all despised by the virtuous.

- *Arthasastra* mentions treatment and care given to people with disabilities at 'mattas' (monasteries) and in the time of Ashoka, at the hospitals at Pataliputra. Sinhalese asylums for people with disabilities were set-up by the fourth century in what is now Sri Lanka.

- Special education began in India in 1826 with Raja Kali Shankar Ghosal opening his blind asylum at Benaras. The first facility for the deaf was started in l855 at the same place.

- In 1841, there was an asylum for idiots in Madras, separate from the lunatic asylum.

- In 1918, a school was opened in Kurseong in Bengal to train those children who through physical and mental defects are unable to profit by the instruction given in an ordinary school. Similar works began in Travancore in 1931 and in Chennai in 1936.

- The Government Mental Hospital, Madras, started a school for children with mental retardation in 1939.

- The first home for children with mental retardation was opened in Bombay (1941) by the Children's Aid Society.

- Mrs Vakil, in 1944, started another school in Bombay. In the fifties, eleven more centres were started in various parts of the country.

- In 1954, Mr Srinivasan began the first special class in a regular school at Andheri in Bombay.

1.4 Special Education: Concept of Exceptionality, Disability and Diversity

1.4.1 Concept of Exceptionality

All children differ from one another to varying degrees. However, in some students the learning difficulties are more serious, and the children deviate more significantly in one way or another. These are youth who are exceptional in that their learning and behaviour deviates significantly from the norm. They may show differences in the physical, intellectual, communicative, social, or emotional domains, or in some combination of these.

As a child with an exceptionality is different from the average student in some or many areas of functioning, therefore, the study of children with exceptionalities is the study of differences. However, children with exceptionalities do not differ in every way from their normally developing peers, and it would be wrong to focus the study of these children solely on differences.

Exceptional children are those who require special education and related services if they are to realize their full human potential. (Kauffman & Hallahan, 2005)

They require special education because they are markedly different from most children in one or more of the following ways: they may have mental retardation, learning disabilities, emotional disturbance, physical disabilities, disordered speech or language, impaired hearing, impaired sight or special gifts or talents.

Special Education

One commonality found in children and youth with exceptionalities is the need for skilled intervention and special care from trained professionals. Intervention may take many forms including medical, technical, therapeutic, and educational.

Special education means specially designed instruction that meets the unique needs of an exceptional child. Special materials, teaching techniques, equipment and/or facilities may be required. For example, children with visual impairment may require reading materials in large print or children with hearing impairment may require hearing aids and/or instructions in non-verbal communication, children with physical disability need wheelchairs, ramps, and a variety of equipment and children with gifted or talented may require access to working professionals. Related services-special transportation, psychological assessment, 'physical and occupational therapy, medical treatment, and counselling - may be necessary if special education is to be effective.

Categories of Exceptional Children and Adults

- Intellectual Disability/Mental Retardation

- Learning Disabilities

- Emotional or Behavioural Disorders

- Communication Disorders

- Hearing Impairment

- Visual Impairment

- Physical Disabilities

- Giftedness

- Others

Two concepts are important to educational definition of exceptional children and youths; these are:

(1) diversity of characteristics and

(2) need for special education.

The concept of diversity is inherent in the definition of exceptionality; the need for special education is inherent in an educational definition. Exceptional learners differ from most (typical or average) individuals in a particular way that is relevant to their education. Their particular educationally relevant difference demands instruction that differs from what most (typical or average) learners require.

Students with exceptionalities are an extraordinarily diverse group in comparison to the general population, and relatively few generalizations apply to all exceptional individuals.

Their exceptionalities can involve sensory, physical, cognitive, emotional, or communication abilities or any combination of these. Furthermore, exceptionalities may vary greatly in cause, degree, and effect on educational progress, and the effects may vary greatly depending on the individual's age, sex, and life circumstances. Any individual presented as an example of an "exceptional learner" is likely to be representative of exceptional learners in some respects but unrepresentative in others.

Medical Intervention

Medical intervention includes surgery, treatment that is life saving, the controlled use of medication, and supportive therapy. Surgery includes a wide variety of procedures such as reconstructive surgery for cleft palates and orthopedic surgery for skeletal-system problems. Psychopharmacology, or drug therapy, is designed to manage problems of behaviour, activity, emotion, and epilepsy.

Therapy

The treatment of an illness or disabling condition is referred to as therapy. For children with exceptionalities, the major types employed are speech therapy, occupational therapy, and physical therapy.

Educational Intervention

Education for children and youth who are exceptional is provided through a variety of arrangements and alternatives. Programs vary, often quite dramatically, across the country, across provinces, and even across school districts. The two major dimensions of difference are the organizational context the legislation and policy underlying special education - and the service delivery models - plans for bringing together students, teachers, instruction, and learning that are individual to schools.

1.4.2 Concept of Disability

Several terms and phrases related to disabilities and special needs create some amount of confusion, perhaps misunderstanding. Two terms related to special and inclusive education that are most commonly used, often interchangeably, are impairment and disability.

While Impairment refers to a lesser degree of complexity in the way our bodies work, Disability refers to inability or not being able to perform a task. Most of us have felt inability at some time or other in our lives— during illness, following a physical injury or, when in an unfamiliar environment. For example, during illness, you may feel disabled from doing your regular work with usual rigour, energy and ability; during a physical injury like a

racture, or a severe sprain, disability would involve not being able to use your limbs effectively, such as to walk, run or write. Given that often these and related terms are used interchangeably, the following presentation offers explanations of pairs of terms we often hear involving persons with disabilities.

Impairment: According to World Health Organisation (WHO, 1980), Impairment is any temporary or permanent loss or abnormality of a body structure or function, whether physiological or psychological. An impairment is a disturbance affecting functions that are essentially mental (memory, consciousness) or sensory, internal organs (heart, kidney), the head, the trunk or the limbs.

Disability: (Nishkta) Disability is more than a problem or difficulty with how our body works. According to WHO, 1980, Disability is A restriction or inability to perform an activity in the manner or within the range considered normal for a human being, mostly resulting from impairment.

A child with an impairment may experience disability when functioning in an environment that impacts the child's successful performance at a task. Thus, impairment alone may not cause inability to perform in a manner equal to others, but the systems within which one has to live, learn, work and operate can cause a child with impairment to be unable to perform successfully (for example, a child with hearing impairment may be able to successfully function within own immediate contexts of family and neighbourhood, and not experience any 'disability' in going through routine, day-to-day interactions, but may experience inability to perform with the same success as her regular classmates in a classroom setting involving expected expressions of learning).

In 2001, WHO issued the International Classification of Functioning, Disability and Health (ICFDH) which distinguishes between body functions (physiological or psychological, e.g. vision) and body structures (anatomical parts, e.g., the eye and related structures). Impairment in bodily structure or function is defined as involving an anomaly, defect, loss or other significant deviation from certain generally accepted population standards, which may fluctuate over time (WHO, 2002). Since an individual's functioning and disability occur in a context, the ICFDH also includes a list of environmental factors. The ICFDH lists following nine broad domains of functioning which can be affected (WHO, 2002).

- Learning and applying knowledge
- General tasks and demands
- Communication

- Mobility

- Self-care

- Domestic life

- Interpersonal interactions and relationships

- Major life areas

- Community, social and civic life

## International Classification of Functioning ICF Model

Two major conceptual models of disability have been proposed.

The Medical Model views disability as a feature of the person, directly caused by disease, trauma or other health conditions, which require medical care provided in the form of individual treatment by professionals. Disability, on this model, calls for medical or other treatment or intervention, to 'correct' the problem with the individual.

The Social Model of disability, on the other hand, sees disability as a socially created problem and not at all an attribute of an individual. On the social model, disability demands a political response, since the problem is created by an unaccommodating physical environment brought about by attitudes and other features of the social environment.

On their own, neither model is adequate, although both are partially valid. Disability is a complex phenomenon that is both a problem at the level of a person's body, and a complex and primarily social phenomena.

A better model of disability, in short, is one that synthesizes what is true in the medical and social models, without making the mistake each makes in reducing the whole, complex notion of disability to one of its aspects. This more useful model of disability might be called the Bio-Psychosocial Model. ICF is based on this model, an integration of medical and social. ICF provides, by this synthesis, a coherent view of different perspectives of health— biological, individual and social. The following diagram is one representation of the model of disability that is the basis for ICF.

(Source: https://www.who.int/classifications/icf/icfbeginnersguide.pdf)
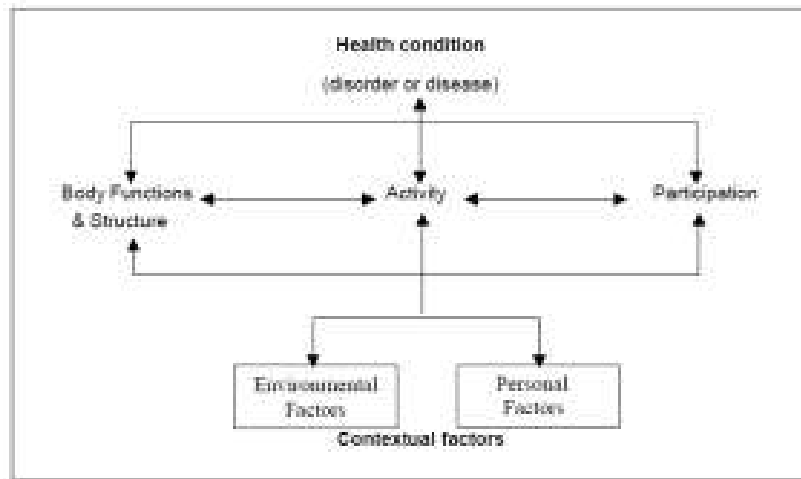
Concepts of functioning and disability

As the diagram indicates, in ICF disability and functioning are viewed as outcomes of interactions between health conditions (diseases, disorders and injuries) and contextual factors. Among contextual factors, there are external environmental factors (for example, social attitudes, architectural characteristics, legal and social structures, as well as climate, terrain and so forth); and internal personal factors, which include gender, age, coping styles, social background, education, profession, past and current experience, overall behaviour pattern, character and other factors that influence how disability is experienced by the individual. The diagram identifies the three levels of human functioning classified by ICF—functioning at the level of body or body part, the whole person, and the whole person in a social context. Disability, therefore, involves dysfunctioning at one or more of these same levels— impairments, activity limitations and participation restrictions.

In sum, ICF is WHO's framework for health and disability. It is the conceptual basis for the definition, measurement and policy formulations for health and disability. It is a universal classification of disability and health for use in health and health-related sectors.

1.4.3 Concept of Diversity

India is a land of various cultures, religions, regions, languages, caste, class, and ethnicity. It has been recognized that individuals differ in countless factors say psychological, skills, capacity, ability, communication, and learning Styles.

The Greek philosopher, Aristotle, once said that "things that are alike should be treated alike, whereas things that are unalike should be treated unalike in proportion to their un-alikeness." The principle of respect for difference and acceptance of disability as part of human diversity and humanity is important, as disability is a universal feature of the human condition."

Diversity (world Bank) :

Today classrooms are no longer homogenous and diversity is clearly emerging as the norm.Children from diverse socio economic and cultural backgrounds, besides children with disabilities, are now in regular schools. A typical classroom of an Indian school, will have children from diverse cultures, different socio-economic backgrounds, and different abilities, including those with a variety of disabilities. Thus, diversity in the classroom must be recognised, accepted and addressed as a reality, in order to realise the goal of EFA. Teachers are key to realising the potential of each child in their classroom.

Concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognising our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. The pedagogic treatment should be according to the individual's needs, their personal learning styles and the environmental consequences they are facing. It gives the scope to think about new practices such as inclusion, integration, etc., as well as to face the challenges and make use of opportunities to be responsive to the individual needs of the diverse learners.

Learners may broadly be classified on the basis of some of the most prominent categories of diversity. Some such types are - Linguistic Diversity, Cultural Diversity, Diversity Based on Socio-religious Background, Diversity based on Gender, Diversity due to Difficult Family Background, and Diversity based on Ability /Disability.

(Source : World Bank Group, 2016)

Various policies and laws have been enacted in India and throughout the world to address social diversity and diversity in the learning environment.

1.5 Perception of society towards Individual with Disabilities

Over the years, perceptions towards disability have varied significantly from one community to another. During the past 40 to 50 years there have been numerous changes in our society with respect to the management and treatment of individual with disabilities. In addition, there have been many advancements in medical care. As a result, most of these individuals reside in the community rather than institutions and depend upon community-based private practitioners for oral health care.

Prior to the twentieth century, social attitudes reflected the view that persons with disabilities were unhealthy, defective and deviant. For centuries, society as a whole treated these people as objects of fear and pity. The prevailing attitude was that such individuals were incapable of participating in or contributing to society and that they must rely on welfare or charitable organizations.

Generally speaking, prior to the late 1800's, people with mental retardation, cerebral palsy, autism, and/or epilepsy resided at home and were cared for by their families. Life expectancy for severely and profoundly disabled individuals was not as long as it is today.

Beginning in the late 1800's, institutions were built by state and local administrative agencies to house people with developmental disabilities. These institutions were usually built on the outskirts of big towns. Societal attitudes fostered this segregating style of management. Unfortunately, segregating from society further stigmatizes people.

Changing Attitudes

Many legislative and societal changes occurred in the 1960's and 70's which had a great influence on the treatment of and attitudes toward people with disabilities.

The Education for all Handicapped Children Act (PL 94-142) was passed in 1975. Finally, the Americans with Disabilities Act was passed in July 26, 1990. Essentially, this law is Civil Rights Legislation for persons with disabilities. The ADA attempts to guarantee the rights of full inclusion into the mainstream of American life for all persons with disabilities. As a result of these changes in the management of people with disabilities during the 1970's and 80's, there is a strong trend toward acceptance. These attitudes are in sharp contrast to the prevailing attitudes of the first half of this century.

Changed Terminology

The terminology used to describe people with disabilities has been changing along with

changes in society's attitudes. Very old terms include; idiot, imbecile and moron. These terms were replaced with "mentally retarded" and "disabled" or "divyagan". In recent years, it has become important to emphasize the individual, not the person's disability; e.g., "individuals with mental retardation" rather than "mentally retarded people." People with disabilities want to be recognized for their abilities, not their disabilities. Some individuals prefer the term "differently abled" rather than disabled. Mental Retardation (MR), which was in use world over till late 20th century, has now been replaced with Intellectual Disability (ID) in most of the countries by Diagnostic and Statistical Manual 5th Revision (DSM-V).

1.6 Summary

This unit has been introduced to understand the concept of Exceptionality, Special Education, Disability (as per WHO and ICF) and Diversity. Special education, as its name suggests, is a specialized branch of education. Hallahan and Kauffman (2006) defined Special Education as specially designed instruction that meets the unusual needs of an exceptional learner. Special education means specially designed instruction to meet the unique needs of a child with a disability. The history of Special Education has passed through different phases, viz., Pre-Industrialization Phase, Industrialization Phase, Humanitarian Approach, Demonology of the Defectives, Period of John F Kenned. Perceptions towards disability have varied significantly from one community to another. Many legislative and societal changes occurred in the 1960's and 70's which had a great influence on the treatment of and attitudes toward people with disabilities.

1.7 Self-Assessment Questions

1) What is Special Education?

2) Briefly discuss the history of special education.

3) Define Disability.

4) Discuss about the changing attitude of the society towards CWSN.

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Unit 2 ❑ Status of Special Education

Structure

2.1 Objectives

2.2 Introduction

2.3 International & National Commissions & Committees on Special Education.

2.4 Status of Special Education in India (Outline only)

2.5 Special Education: Laws & Legislations

2.6 Summary

2.7 Self-Assessment Questions

2.8 References

2.1 Objectives

After reading this unit, learners will be able to:

- Discuss about different International & National Commissions & Committees on Special Education;

- Explain briefly about the status of Special Education in India;

- Know different Laws and Legislations for promoting Special & Inclusive Education.

2.2 Introduction

Historically, people with disabilities have often suffered, and in most parts of the world are still suffering, from a pervasive and disproportionate denial of the right to education. In many countries, children with disabilities are sent away to institutions where they receive no education and are isolated from society for their entire lives. In other countries, children with disabilities are forced to attend separate schools instead of general schools in the community. The vast barriers children with disabilities face in accessing education in most

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societies has led to a low employment rate for persons with disabilities and a disproportionately high rate of poverty.

In such context, International and National laws and different Commissions play as a facilitator for the realization of the right to education of people with disabilities throughout the world. As the most recent, integral and legally binding international instrument to protect the rights of persons with disabilities, the Convention on the Rights of Persons with Disabilities (CRPD) put steps forwards for the protection of their right to education.

2.3 International & National Commissions & Committees on Special Education.

Kothari Commission (1964)

In the chapter 'Towards Equalization of Educational Opportunities', Kothari commission states (Wikipedia, 2021) about handicapped children in the following lines,

''Very little has been done in this field so far .... any great improvement in the situation does not seen to be practicable in the near future ... there is much in the field that could be learned from the educationally advanced countries'' (Education Commission, 1966. P. 123). The commission recommended:

i) 'the provision of educational facilities for about 10% of the total number of handicapped children by 1986; and

ii) integrated education for handicapped children.

National Education Policy (1968)

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated in 1968 by the government of Prime Minister Indira Gandhi, and the second by Prime Minister Rajiv Gandhi in 1986.

National Policy on Education (1986)

NPE in its broad objective of education for equality proposed the following measures for the education of the disabled. The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face the life with courage and confidence. The

following measures will be taken in this regard(MHRD, 1986):

i) Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with others.

ii) Special schools with hostels will be provided, as far as possible at district headquarters, for severely handicapped children,

iii) Adequate arrangement will be made to give vocational training to the disabled.

iv) Teachers 'training programmes will be reoriented, in particular for teachers of primary classes, to deal with special difficulties of handicapped children, and

v) Voluntary effort for the education of the disabled will be encouraged in every possible manner.

It included a full chapter on "Education of the Handicapped" and formulated guidelines for action. The NPE (1986) strongly emphasized the need for the expansion of integrated education programmes.

Revised National Policy of Education (1992)

The National Policy on Education, 1986 was modified in 1992. It is a comprehensive frame work to guide the development of education in the country. The principles included in the NPE-1968 are also included in the new policy with some modifications (MHRD, 1998).

Modifications and Additions:

● The new education policy will give emphasis on retention of children in the schools at primary level. The cause of the drop out of the children from the school should be strategically handled by making plans. The network of Non-Formal education in the country to be introduced and also the education should be made compulsory up to the age of 14.

● Greater attention should be given to the backward classes, physically challenged and minority child for their development in education.

● Major emphasis will be laid on women's education to overcome the poor rate of illiteracy among female. They will be given priority in various educational institutes and special provisions will be made available for them in vocational, technical and professional education.

● Institutions will be provided with resources like infrastructure, computers, libraries.

Accommodation for students will be made available especially for girl students. Teachers will have the rights to teach, learn and research.

● The Central Advisory Board of Education will play an important role in reviewing educational development and also to determine the changes required to improve the education in the country.

● State government may establish State Advisory Board of Education to look after the state's progress in education.

● Non-government organizations will be encouraged to facilitate the education in the country. At the same time steps will be taken to prevent establishment of institutions for commercialization of education.

National Curricular Framework (2005)

The National Curriculur Framework (NCF, 2005) is one of the four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and TrainingNCERT in India. (Wikipedia, 2021)

The Framework provides the framework for making syllabi, textbooks and teaching practices within the school education programmes in India. The NCF 2005 document draws its policy basis from earlier government reports on education as Learning Without Burden and National Policy of Education 1986-1992 and focus group discussions. After wide ranging deliberations 21 National Focus Group Position Papers have been developed under the aegis of NCF-2005. The state of art position papers provided inputs for formulation of NCF-2005. The document and its offshoot textbooks have come under different forms of reviews in the press.

Its draft document came under the criticism from the Central Advisory Board of Education (CABE). In February 2008 the director Krishna Kumar in an interview also discussed the challenges that are faced by the document. The approach and recommendations of NCF-2005 are for the entire educational system. A number of its recommendations, for example, focus on rural schools. The syllabus and textbooks based on it are being used by all the CBSE schools, but NCF-based material is also being used in many State schools.

NCF 2005 has been translated into 22 languages and has influenced the syllabi in 17 States. The NCERT gave a grant of Rs.10 lakhs to each State to promote NCF in the language of the State and to compare its current syllabus with the syllabus proposed, so

that a plan for future reforms could be made. Several States have taken up this challenge. This exercise is being carried out with the involvement of State Councils for Educational Research and Training [SCERT] and District Institutes of Education and Training [DIET].

National Policy for Persons with Disabilities (2006)

The Government of India formulated the National Policy for Persons with Disabilities in February 2006 which deals with Physical, Educational and 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 (PwD) 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

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 programme 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:

   a) 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;

   b) Educational rehabilitation including vocational education and

   c) Economic rehabilitation for a dignified life in society.

3. **Women with Disabilities** — Women with disabilities require protection against exploitation and abuse. Special programmes 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 vocational training facilities will be setup. Programmes 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.

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.

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.

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 would also be encouraged to develop a comprehensive social security policy for persons with disabilities.

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. Interactions 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.

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-2011. 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.

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.

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.

(Source: http://vikaspedia.in/social-welfare/differently-abled-welfare/policies-and-standards/nationa)

2.4 Status of Special Education in India (Outline only)

Education in India is primarily provided by public schools (controlled and funded by the government at three levels: central, state and local) and private schools. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children aged 6 to 14.

Special education (also known as special-needs education, aided education, exceptional education, special education, SEN or SPED) is the practice of educating students in a way that provides accommodations that address their individual differences, disabilities, and special needs. India has enacted a landmark special education law, Persons with Disabilities Act of 1995, which provides schooling and services to all children. In India, data on disabled persons is collected through the Decennial Population Census and through NSSO surveys (periodicity not regular). The Census 2011, conducted by the Office of the Registrar General and Census Commissioner, India, is the source for latest data on disabled persons in India. The analysis of dimensions of disability in India in this chapter is based on the results of the Census 2011 and the discussions are on number of disabled, distribution of disabled by various types of disabilities, their age groups, educational level, work status and marital status. (Social Statistical Division, GoI, 2016)

As per the Census 2011,

- In India out of the 121 Cr population, 2.68 Cr persons are 'disabled' which is 2.21% of the total population.

Population, India 2011			Disabled persons, , India 2011		
Persons	Males	Females	Persons	Males	Females
121.08 Cr	62.32 Cr	58.76Cr	2.68 Cr	1.5 Cr	1.18 Cr

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

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

Fig.3.1: Disabled Population in India - Census 2011
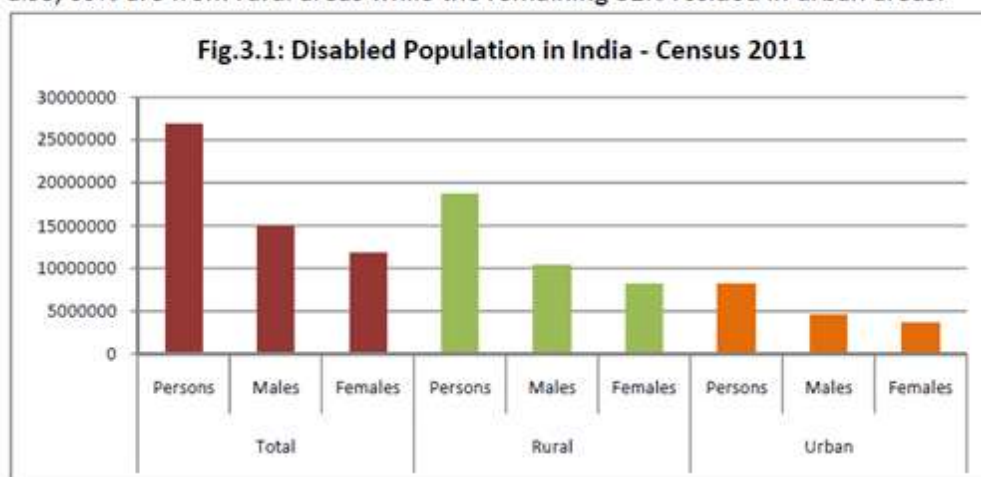
- The percentage of disabled population among males and females are 2.41% and 2.01% respectively. At all India level as well as disaggregated by various social groups, the proportion of disabled in the corresponding population is higher for males than females.

Table 3.1: Proportion of disabled population by Social Groups in India - Census, 2011

| Social Group	Persons	Males	Females
Total	2.21	2.41	2.01
SC	2.45	2.68	2.2
ST	2.05	2.18	1.92
Other than SC/ ST	2.18	2.37	1.98

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

- The percentage of disabled to the total population increased from 2.13% in 2001 to 2.21% in 2011. In rural areas, the increase was from 2.21% in 2001 to 2.24% in 2011 whereas, in urban areas, it increased from 1.93% to 2.17% during this period. The same trend was observed among males and females during this period.

Fig.3.2: Percentage of disabled to the concerned total population in India – Census 2001 & 2011
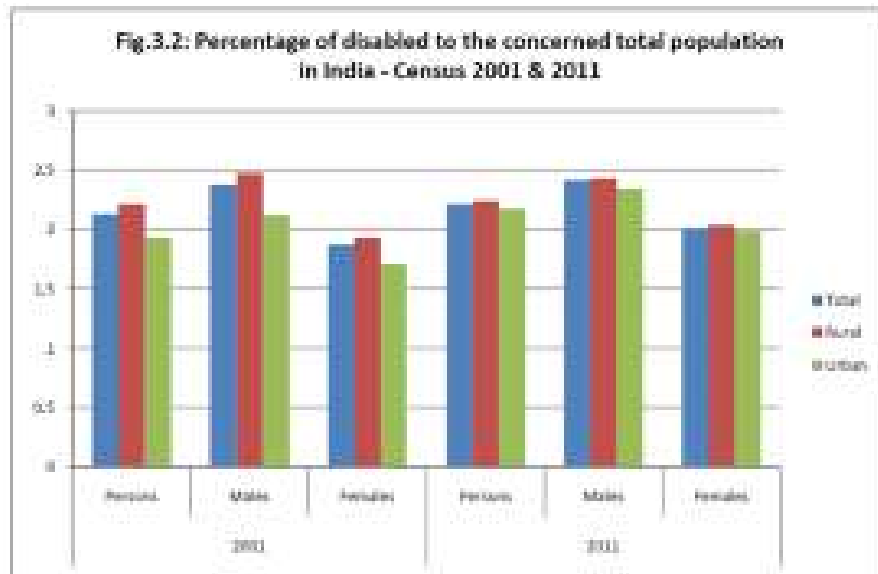
Types of disability

The Census 2011 revealed that,

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

Fig. 3.4: Disabled population by type of Disability in India – Census, 2011
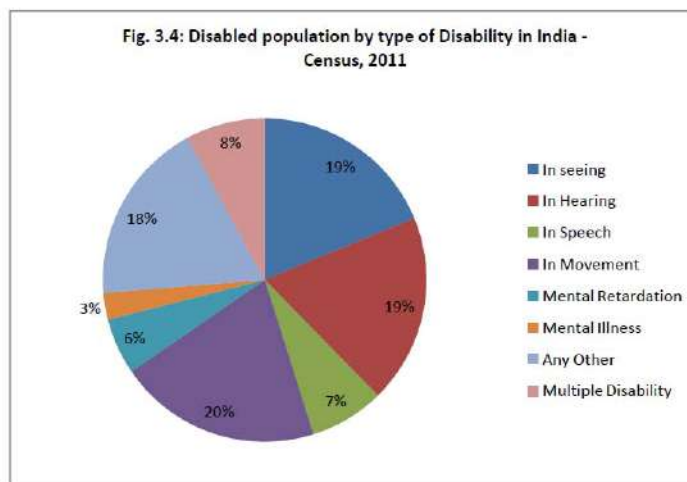
(Source : http://mospi.nic.in/sites/default/files/publication_reports/Disabled_ persons_in_India_2016.pdf)

2.5 Special Education: Laws & Legislations

Few important Indian Acts and national Programmes which have a great impact on disability rehabilitation includes IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and Amendment (2012), RMSA (2009), IEDSS (2013).

IEDC (1974)

Integrated Education for Disabled Children Scheme namely IEDC, a centrally sponsored Scheme run by the Directorate of Education

Aim of IEDC is to provide not only the Educational opportunities for disabled children in common schools so as to facilitate their retention in the school system but also to integrate them with the general community at all levels as equal partners.

Need of IEDC: Population census gives the figure of about 10 million disabled in Indian population. Obviously such a vast percentage of people cannot be ignored while having any kind of vision or mission for our country. Integrating children in ordinary schools is the most effective and economical way of providing educational opportunities to them in large numbers. This also has the social and psychological advantages of giving a boost to their self-esteem to enable them to face life with courage and confidence.

❖ Benefits of the scheme to the child:consists of Books and Stationary Allowance, Uniform Allowance, Transport Allowance, Escort Allowance, Reader Allowance, Actual cost of Equipment (used by the disabled child) etc.

Purpose of this Act: - is to elaborate the responsibility of the Central and State Govt., local bodies to provide services, facilities and equal opportunities to people with disabilities for participating as productive citizens of the Country. This is an important land mark.

RCI Act (1992)

The Rehabilitation Council of India (RCI) was set up as a registered society in 1986. On September, 1992 the RCI Act was enacted by Parliament and it became a Statutory Body on 22 June 1993. The Act was amended by Parliament in 2000 to make it more broad-based. 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.

The Act with Amendments 2000

An Act to provide for the constitution of the Rehabilitation council of India for regulating the training of rehabilitation professionals and monitoring the training of rehabilitation professionals and personnel, promoting research in rehabilitation and special education and the maintenance of a Central Rehabilitation Register and for matters connected therewith or incidental thereto.

PWD Act (1995)

PWD Act (1995), The Person with Disabilities (Equal Opportunities, Protection of Right and Full Participation) Act,1995 Published in part II, Section I of the Extraordinary Gazette of India Ministry of Law, Justice and Company Affairs (Legislative Department) New Delhi, the 1st January, 1996.

The main provisions of the Act are:

Prevention and early detection of disabilities

● Surveys, investigations and research shall be conducted to ascertain the cause of occurrence of disabilities.

● Various measures shall be taken to prevent disabilities. Staff at the Primary Health Centre shall be trained to assist in this work.

● All the Children shall be screened once in a year for identifying 'at-risk' cases .

● Awareness campaigns shall be launched and sponsored to disseminate information.

● Measures shall be taken for pre-natal, peri-natal, and post-natal care of the mother and child.

Education

● Every child with disability shall have the rights to free education till the age of 18 years in integrated schools or special schools.

● Appropriate transportation, removal of architectural barriers and restructuring of modifications in the examination system shall be ensured for the benefit of children with disabilities.

- Children with disabilities shall have the right to free books, scholarships, uniform and other learning material.

- Special Schools for children with disabilities shall be equipped with vocational training facilities.

- Non-formal education shall be promoted for children with disabilities.

- Teachers' Training Institutions shall be established to develop requisite manpower.

- Parents may move to an appropriate forum for the redressal of grievances regarding the placement of their children with disabilities.

Employment

- 3% of vacancies in government employment shall be reserved for people with disabilities, 1% each for the persons suffering from: Blindness or Low Vision Hearing Impairment Locomotor Disabilities and Cerebral Palsy.

- Suitable Scheme shall be formulated for The training and welfare of persons with disabilities.

- The relaxation of upper age limit.

- Regulating the employment.

- Health and Safety measures and creation of a non- handicapping, environment in places where persons with disabilities are employed.

- Government Educational Institutes and other Educational Institutes receiving grant from Government shall reserve at least 3% seats for people with disabilities.

No employee can be sacked or demoted if they become disabled during service, although they can be moved to another post with the same pay and condition.

No promotion can be denied because of impairment.

Affirmative Action

Aids and Appliances shall be made available to the people with disabilities.

Allotment of land shall be made at concessional rates to the people with disabilities for:

- House

- Business

- Special Recreational Centres

- Special Schools

- Research

- Schools

- Factories by Entrepreneurs with Disability

Non-Discrimination

- Public building, rail compartments, buses, ships and air-crafts will be designed to give easy access to the disabled people

- In all public places and in waiting rooms, the toilets shall be wheel chair accessible.

- Braille and sound symbols are also to be provided in all elevators (lifts).

- All the places of public utility shall be made barrier- free by providing the ramps.

Research and Manpower Development

Research in the following areas shall be sponsored and promoted:

- Prevention of Disability Rehabilitation including community based rehabilitation

- Development of Assistive Devices

- Job Identification

- On site Modifications of Offices and Factories

Financial assistance shall be made available to the universities, other institutions of higher learning, professional bodies and non-government research- units or institutions, for undertaking research for special education, rehabilitation and manpower development

Social Security

- Financial assistance to non-government organizations for the rehabilitation of persons with disabilities

- Insurance coverage for the benefit of the government employees with disabilities.

- Unemployment allowance to the people with disabilities who are registered with the special employment exchange for more than a year and could not find any gainful occupation

Grievance Redressal

● In case of violation of the rights as prescribed in this Act, people with disabilities may move an application to

● The Chief Commissioner for Persons with Disabilities in the Centre, or

● Commissioner for Persons with Disabilities in the State

National Trust Act (1999)

The National Trust for Welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999   No 44 of 1999 (30th December 1999) is an act to provide for the constitution of a body at the national level for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities and for matters connected therewith or incidental there to.

Overview of NT Act

The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act was passed by Parliament in 1999. This Act covers the following disability areas and is defined by the National Trust as follows:

● "Autism means a condition of uneven skill development primarily affecting the communication and social abilities of a person, marked by repetitive and ritualistic behaviour."

● "Cerebral Palsy means a group of non-progressive condition of a person characterized by abnormal motor control posture resulting from brain insult or injuries occurring in the pre-natal, perinatal or infant period of development."

● "Multiple disabilities means a combination of two or more disabilities as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995."

● "Severe Disability means disability with eighty percent or more of one or more multiple disabilities.

Objectives of the Trust:

The objectives of the National Trust are:

● To enable and empower persons with disability (persons covered by the National Trust) to live as independently and as fully as possible within and as close to the community to which they belong.

● To strengthen facilities to provide support to persons with disabilities to live within

their own families and to help persons with disabilities who have no family support.

● To extend support to registered organizations 'that provide need-based services to family of persons with disabilities.

● To promote measures of care for persons with disabilities in the event of a death of their parent or guardian.

● To evolve procedure for the appointment of guardians and trustees for persons with disability requiring protection.

● To facilitate the realization of equal opportunities, protection of right, and full participation of persons with disability.

● To do any other act which is incidental to the objectives mentioned above.

(Source : The National Trust Act, 1995)

Sarva Sikhsha Abhiyan (SSA) 2000

The role of Universal Elementary Education (UEE) for strengthening the social fabric of democracy through provision of equal opportunities to all has been accepted since the inception of our Republic with the formulation of NPE, India initiated a wide range of programmes for achieving the goal of UEE through several schematic and programme interventions.

The Sarva Shiksha Abhiyan (SSA) is being implemented as India's main programme for universalizing elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. Sarva Shiksha Abhiyan provides for a variety of interventions, including inter alia, opening and construction of new schools, additional teachers, regular teacher in-service training, academic resource support to ensure free textbooks, uniforms and free support for improving learning outcomes.

The Right to Free & Compulsory Education Act 2009 provides a justiciable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety.

The programme set out with an objective to provide useful and elementary education

for all children in the 6-14 age group and to bridge social, regional and gender gaps with the active participation of community in the management of schools, among others. As per the goals set in 2015 the programme sought to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants.

Key Features

- Programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An expression of political will for universal elementary education across the country.
- A partnership between the central, state and the local government.
- An opportunity for states to develop their own vision of elementary education.

An effort at effective involving the Panchyati Raj Institutions, school management Committees, village and urban slum level Education Committees, parent— Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.

RTE (2009) and Amendment (2012)

Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act via Article 21A. The Right to Education Act seeks to give effect to this amendment. The government schools shall provide free education to all the children and the schools will be managed by School Management Committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee. The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.

RMSA (2009)

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) (translation: National Mission for Secondary Education) is a centrally sponsored scheme of the Ministry of Human Resource Development , Govt. of India , for the development of secondary education in public schools throughout India. It was launched in March 2009. The implementation of the scheme has started from 2009-2010 to provide conditions for an efficient growth,

development and equity for all. The scheme includes a multidimensional research, technical consulting, various implementations and funding support. The principal objectives are to enhance quality of secondary education and increase the total enrollment rate from 52% (as of 2005-2006) to 75% in five years, i.e., from 2009-2014. It aims to provide universal education for all children between 15-16 years of age. The funding from the central ministry is provided through State governments, which establish separate implementing agencies. The total budget allocated during the XI Five Year Plan (2002-2007) was Rs. 2,012 billion (US$29 billion).

The objectives of Rashtriya Madhyamik Shiksha Abhiyan can be summarized as follows:

1. To improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms.

2. To remove gender, socio-economic and disability barriers.

3. Universal access to secondary level education by 2017, i.e., by the end of the XII Five Year Plan.

4. Universal retention of students by 2020.

United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), 2006

It is an international treaty that aims to protect the rights and dignity of persons with disabilities. The Convention became one of the most quickly supported human rights instruments in history, with strong support from all regional groups.

Important dates in the history of UNCRPD are as follows:

● The Convention was adopted by the United Nations General Assembly on 13 December 2006

● Opened for signatures on 30 March 2007

● It came into force on 03 May 2008 after ratification by 20 parties

● The First Conference of States Parties on UNCRPD was held on 31 October and 3 November 2008

● First session of the Committee on the Rights of Persons with Disabilities was held on 23 - 27 February 2008

As in April 2018, 161 countries have ratified UNCRPD. A total of 177 countries have signed this Convention.

The purpose of UNCRPD is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity.

The Convention requires the signing countries to ensure that they take measures to ensure fulfilment of the objectives stated in the UNCRPD treaty.

The Rights of Persons with Disabilities (RPWD) Act, 2016

The RPWD Act was enacted in December 2016. It promotes and protects the rights and dignity of people with disabilities in various aspects of life - educational, social, legal, economic, cultural and political. It applies to government, non-government and private organisations. It has mandates and timelines for establishments to ensure accessibility of infrastructure and services. It has been implementing mechanisms like Disability Commissioner's Offices at the Centre and State levels, District Committees, Boards and Committees for planning and monitoring the implementation of the Act, Special Courts at District level and so on. It has penalties in case of violation of any provisions of the Act. The New Act will bring our law in line with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), to which India is a signatory. This will fulfil the obligations on the part of India in terms of UNCRD. Further, the new law will not only enhance the Rights and Entitlements of Divyangjan but also provide effective mechanism for ensuring their empowerment and true inclusion into the Society in a satisfactory manner.

The RPWD Act, 2016 gives an exhaustive list which contains 21 disabilities (previously there were 7). This list includes blindness, low-vision, leprosy, hearing impairment, locomotors disability, dwarfism, intellectual disability, mental illness, autism, cerebral palsy, muscular dystrophy, chronic neurological conditions, specific learning disabilities, multiple sclerosis, speech and language disability, thalassemia, haemophilia, sickle cell disease, multiple disabilities, acid attack victim and Parkinson's disease. If a person has 40% or more of any of these disabilities he/she will come under the category of persons with benchmark disabilities.

Equality and non-discrimination is guaranteed under the UNCRPD and section 3 of the RPWD Act, 2016 deals with the same. As per section 3, the appropriate Government has ensured that the persons with disabilities enjoy the right to equality, life with dignity and respect for his or her integrity equally with the other members of the society, to establish this the appropriate Government has to provide the appropriate environment to them.

Persons with disabilities cannot be discriminated on the ground of disability unless it is the proportionate means of achieving the aim. Section 4 of the Act ensures that women and children with disabilities enjoy their rights equally with others.

Section 13 of the Act ensures that all persons with disabilities enjoy legal capacity on equal basis. They have been ensured all rights that any person holds in the eyes of law like right to own and inherit movable and immovable property as well as control their financial affairs. It is provided under section 38 that a person with benchmark disability who needs high support, he/she or any other person or organization in his behalf may apply to the authority appointed by the Government for the same and the authority shall take steps to provide support accordingly.

Under Chapter XI of the Act Central and State Advisory Boards on Disability are established, these Boards are to make policies at Central/State level for the persons with disabilities. Chapter XII covers establishment and functioning of Office of Chief Commissioner and State Commissioner and also an Advisory Committee comprising members drawn from experts in various disabilities. The Chief Commissioner for Persons with Disabilities and the State Commissioners will act as regulatory bodies and Grievance Redressal agencies and also monitor implementation of the Act.

District level committees will be constituted by the State Governments to address local concerns of PwDs. Details of their constitution and the functions of such committees would be prescribed by the State Governments in the rules.

Chapter XIV highlight on Creation of National and State Fund to provide financial support to the persons with disabilities. The existing National Fund for Persons with Disabilities and the Trust Fund for Empowerment of Persons with Disabilities will be subsumed with the National Fund.

Under Chapter XVI of the RPWD Act, 2016 penalties and offences committed against persons with disabilities and also violation of the provision of the new law are given. As per section 89 of the Act if any person who violates the provisions of the Act, or any rule or regulation made under it, shall be punishable with imprisonment up to 6 months and/or a fine of Rs 10,000/-, or both.

If there is a subsequent contravention then imprisonment for 2 years and/or a fine of Rs. 50,000/- to Rs. 5,00,000/- can be awarded. Section 92 of the Act gives a detailed list of offenses which are punishable with imprisonment for a term which shall not be less than six months but which may extend to five years and with fine.

Chapter XII establishes Special Courts designated in each district to handle cases concerning violation of rights of persons with disabilities (Akolawala, 2019).

2.6 Summary

International and National laws and different Commissions play as a facilitator for the realization of the right to education of people with disabilities throughout the world. As the most recent, integral and legally binding international instrument to protect the rights of persons with disabilities, the Convention on the Rights of Persons with Disabilities (CRPD) put steps forwards for the protection of their right to education. This chapter has been discussed about different International and National commissions & committees on Special Education viz. Kothari Commission, National Policy of Education, NCF 2005, National Policy for Persons with Disabilities 2006. As per Census 2011, the status of special education and disability is also discussed in brief. Few important Indian Acts and national Programmes which have a great impact on disability rehabilitation have been discussed which includes IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and Amendment (2012), RMSA (2009), IEDSS (2013).

2.7 Self-Assessment Questions

1) Write short notes on Kothari Commission and National Education Policy.

2) What are the focus of National Policy for Persons with Disabilities, 2006?

3) Write a short note on: RCI Act, PWD Act/ RPWD Act, National Trust Act.

4) Describe the Status of Special Education in India.

5) What are the key features of Sarva Sikhsha Abhiyan?

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Unit 3 ❑ Instructional Models for CWN

Structure

3.1 Objectives

After reading this unit, learners will be able to:

- Understand needs of the diverse children

- Know the Children with disability and their special needs

- Discuss different Instructional Models

3.2 Introduction

It is a well-known fact that education plays a vital role in a person's life to achieve a greater degree of social justice and it is the educational institutions which can develop a child to the best of his/her ability for securing meaningful place in the society thereby helping to create a developed society from all angles. However, a large number of children are still not getting the light of education due to which they cannot participate in the developmental process of our country in the field of economic, social, political and cultural activities.

3.3 Diverse Children & their Needs

India is a country of huge diversity and now with a population that is more and more mobile the students in the classroom will be diverse in many ways. Diverse not just in socio-economic background but diverse in their learning style also. And while it is true that fostering diversity is an idea which is consistent with some of our most enduring national ideals, such as respect for the rights of each individual to pursue life in their own fashion, promoting these ideals in the classroom can often prove very difficult. The difficulties which must be overcome stem from several sources:

- A basic lack of knowledge of the diverse people and the lifestyles.

- The prejudices, many of which are not acknowledged.

- Deep seated feelings of guilt, anger, frustration which are often stirred by the discussion of the diversity issue.

A successful pedagogy must start with an awareness of these difficulties and some fundamental strategies for overcoming them

Diversity in the classroom takes multiple forms. We often think of diversity in demographic or group terms, such as age, class, culture, disabilities, ethnicity, gender, or sexual orientation. But the most common involves individual difference: in background, levels of preparation, learning styles, interests, and abilities. To be effective teachers it is important to understand how individual children take in and process information. Not all children learn the same way. In a class of diverse students there are also individual differences amongst the children with disabilities. Developing an inclusive curriculum is a transformative process for the instructor and the students. It entails a paradigm shift in which basic assumptions are examined and changed. Thus, undertaking the project requires desire, curiosity, willingness to travel into unknown pedagogical terrain, and patience with oneself and with one's students.

In an inclusive education system, the aim is not to "fix" the child to fit in. It is more about adapting the educational environment so that the system is more supportive and responsive to a diverse group of learners. Inclusive education embraces and celebrates diverse groups and individuals.

Children with disabilities enter the class with diagnosis such as Autism, Specific learning disabilities, Down's syndrome, Cerebral Palsy, and teachers need to avoid making assumptions about students with a disability based solely on the diagnosis. The diagnosis

may help to give a broad understanding of the accommodation that might be required for that child, but may not give insight into more specific and individual difference. To avoid treating everyone as per their diagnosis teachers needs to learn their student's individual strengths irrespective of the diagnosis. For example, a student with Autism may have difficulty with writing but another child in the same class who also has Autism may not. The diagnosis should not limit any child to full participation in their education. Teachers also need to keep in mind for children with disability like their typical classmates may belong to a specific socio-economic group or have issues at home and that can influence their learning. Teaching such diverse groups of students mean, teaching can be exciting and will require some amount of planning.

3.4 Children with Disabilities & their Special Needs

The challenges faced by children with disability in learning are not due to their disability but the lack of effective participation in their educational life. The lack of participation can be for many reasons. A major reason for lack of participation is poverty. Where there is poverty with disability the situation is aggravated even more. Poverty is a cause and a consequence of disability. In a situation of poverty, Children with disability are even less likely to access schooling or any kind of therapy.

The lack of participation can also be due to lack of or very little infrastructure, a shortage of skilled personnel's and most of all attitudinal barriers. Attitudinal barriers are the most difficult barriers to overcome yet a teacher can with sensitivity and skill bring about changes.

The attitudinal barriers are not just in the education system and community but also at home and family. Attitudinal barriers can also exist in the school amongst different staff members, with other typical students and the parents of typical students. Again the teachers can bring about a change in attitude by her/his skill and own behaviour, towards the student with disability. A special educator in an inclusive school is a resource person for the school and has the important job of networking with other staff in administration, other teaching staff and nonteaching staff. A very important job of the special educator is to advocate for the children with disability. Advocate means to ensure the children's participation in school events and celebrating the children's success.

Addressing diversities in learning styles

How students learn influences what they learn, how well they learn it, and how much they enjoy the learning experience. Just as no two students are exactly alike; no two students learn in exactly the same way. Everyone has preferred way of learning which needs to be kept in mind while teaching children in an inclusive class. Psychologists and educators have developed many theories of learning and identified an array of learning styles. In order to teach these groups, it is very necessary to understand different learning styles and tailor the teaching to meet the needs of all of the students.

There are broadly five different learning styles:

(i) Print Learner : Print learners prefer to see the data in print, preferably printed in words. When introducing course concepts or the steps of a process, print learners like to read about the information and then study an illustration or other visual aid.

(ii) Visual Learner : Someone with a Visual learning style has a preference for learning by observing and seeing. Such persons prefer learning by looking at pictures, diagrams, videos and watching demonstrations.

(iii) Auditory Learner : Someone with an Auditory learning style prefers to take in information by listening: to the spoken word, of self or others, of sounds and noises. They learn better when something is explained to them by spoken words.

(iv) Tactile Learner : Tactile learners learn best by touching or handling objects. By fourth grade, tactile learners appreciate learning activities that use fine motor skills including writing. Manipulatives are particularly important for tactile learners. They also benefit from participating in hands-on activities, role playing, and creating displays. Tactile learners remember what they did and how they did it; they do not necessarily remember what they saw others do or what they heard.

(v) Kinaesthetic learner :   Kinaesthetic learners achieve best by taking an active part in classroom instructions. Motion is an important part of kinaesthetic learning including motion that is not specific to the learning process. Simply allowing students to move about the classroom can be particularly helpful to kinaesthetic learners. For example, walking to the board to work a problem involves the motions required to walk and write.

No child has an exclusive learning style but preference for one. Children with a specific disability will have a very dominant learning style. For example, those with visual impairment

will have strong preference for auditory and kinaesthetic learning. Those with Autism who can hear but may have difficulty with auditory processing are strong visual learners. They are off course those with hearing impairment. Therefore, teachers need have a multimodal way of teaching.
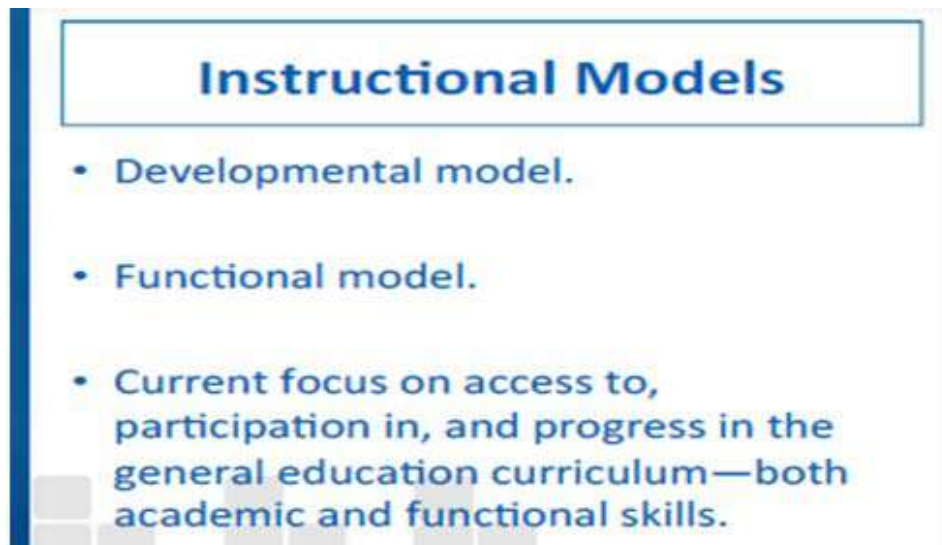
Often their poor academic performances are related to some emotional issues which are either not acknowledged or are criticised. Each child has their own coping mechanism and not letting them express their emotions adequately or letting down their effort to cope with it can lead to severe psychological issues in future. Unaddressed emotional issues are the precursors of self-harming practices like wrist slashing, suicidal attempts, extreme concern with body-image etc. Interventions to promote mental health encompass not only strengthening individuals, but also enhancing nurturing and supportive conditions at school, at home, and in the neighbourhood. All this includes a particular emphasis on increasing opportunities for personal development and empowerment by promoting conditions that foster and strengthen positive attitudes and behaviours.

The purpose of educating children with disability is not to "fix" them but to provide acceptance, support and an accommodating environment that will enable them to function and learn.

3.5 Instructional Models: Developmental, Functional & Inclusion

Instructional Models (CEEDAR Center, 2015)

Historically, students with disabilities have also received instruction and been exposed to curriculum in a different manner than typically developing peers. Initially, special educators adhered to a developmental approach and focused on the need for students to learn prerequisite skills prior to moving on to new more advanced skills. A functional approach to curriculum has also been utilized to teach skills needed for daily living and future adult life. In practice, both approaches have lead to lowered expectations for students with disabilities. Best practices today focus on implementing instructional approaches that provide access to, meaningful participation in, and progress in age appropriate, grade-level curriculum. Both academic and functional skills that will lead to quality of life outcomes are to be taught.

Instructional Models

- Developmental model.

- Functional model.

- Current focus on access to, participation in, and progress in the general education curriculum—both academic and functional skills.
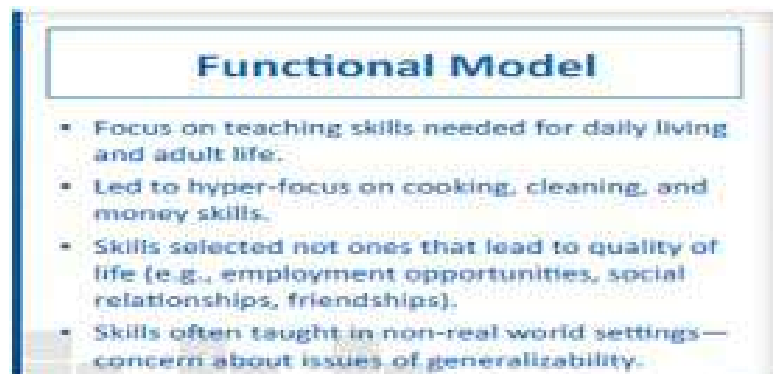
Developmental Model

Within the developmental model of instruction, students are expected to master specific developmental cognitive prerequisite skills before they progress learning new, more advanced skills. A hallmark of this approach was determining a person's mental age. A 5 year old girl has a mental age of 3-year-old due to the severity of her intellectual disability, that 14-year-old was taught skills like completing puzzles and stringing beads together, skills that a 3-year-old would learn. With this approach, while teaching literacy skills, students are often required to master the identification of letter sound correspondence before they are introduced to identifying whole words. They are required to identify individual letters before being taught that letters make words, words make sentences, and sentences convey communication of ideas. For students who are not able to master basic skills, such as alphabet recognition or decoding, they may remain stagnated at the lower level, continually being taught over a period of years with the same prerequisite skills. For some, this has limited the scope and range of literacy skills they are exposed to such as being taught to access books on CD, reading community sight words, and learning and using symbols to write via a communication device (Browder & Spooner, 2006; Copeland & Keefe, 2007). One undesired outcome of this model has been that students, particularly those with the most significant disabilities, were being taught age inappropriate skill using age-inappropriate materials. Furthermore, this model has resulted in the "readiness" approach which requires that students prove they have mastered a set of developmental skills, regardless of how age inappropriate and functionally inappropriate these may be. If we waited for any student with or without

disabilities to be "ready," we would be denying valuable educational opportunity (CEEDAR Center, 2015).

Developmental Model

- Focus on teaching skills that are cognitive/mental-age appropriate.
- Expectation that student masters specific, prerequisite skills before being taught new more advanced skills.
- Lead to use of readiness approach— students have to prove they have mastered a set of developmental skills, regardless of whether they were not chronologically appropriate.

Functional Model

With the functional model of instruction and curriculum, the goal is to facilitate the student's ability to function as independently as possible in a variety of environments. The focus is to teach skills needed for daily living and future adult life. Although there is nothing inherently wrong with teaching functional skills, there have been a number of concerns with the implementation of this curriculum implementation model. First, one outcome has been a hyper-focus on cooking, cleaning, and money skills at the exclusion of other skills that lead to quality of life outcomes (e.g., employment opportunities, social relationships, durable friendships). Another concern is that functional skills are often taught in non-real world settings, and consequently, students may not generalize and employ these skills in real-life settings. Finally, the functional model of curriculum has often provided a rationale for continuing to provide educational services in separate, self-contained special education settings (Ryandak et. al., 2014). Special educators have expressed concerns that the functional skills needed for independence are incompatible within the content and contexts of general education curriculum. This reflects a misperception of functional curriculum and standards-based curriculum approaches being viewed as mutually exclusive (CEEDAR Center, 2015).
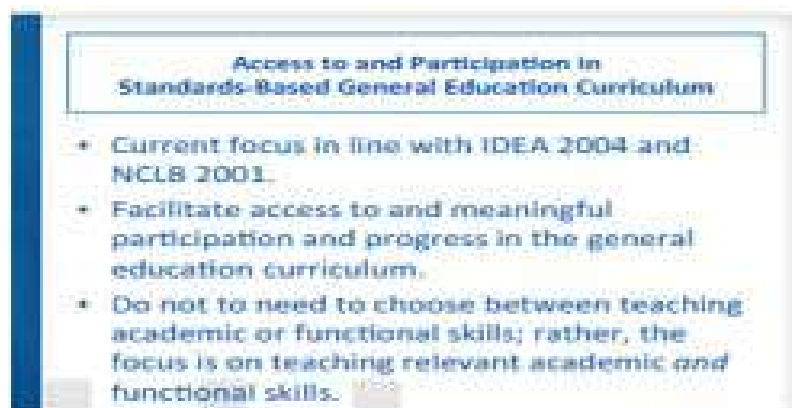
Functional Model

- Focus on teaching skills needed for daily living and adult life.
- Led to hyper-focus on cooking, cleaning, and money skills.
- Skills selected not ones that lead to quality of life (e.g., employment opportunities, social relationships, friendships).
- Skills often taught in non-real world settings— concern about issues of generalizability.

Inclusion Model: Access to and Participation in Standards-Based General Education Curriculum

IDEA 2004 mandates that students with disabilities be involved in the general curriculum "in order to— (i) meet developmental goals, and to the maximum extent possible, the challenging expectations that have been established for all children, and (ii) be prepared to lead productive and independent lives, to the maximum extent possible". NCLB 2001 also requires that students with disabilities have access to the general education curriculum. Focus now is to teach meaningful, functional and academic, practical, chronologically age-appropriate skills in natural, inclusive contexts, including the standards based grad- level curriculum. IDEA 2004 requires that individual education program (IEP) goals and benchmarks be aligned to the appropriate grade-level standards. Specific evidence-based practices (EBPs) and strategies to create access to core/general education curriculum and settings (i.e., ecological assessment, person-centered planning, Universal Design for Learning (UDL), differentiated instruction, teaming between educators, and embedded instruction) will be discussed in detail in a later unit of this module (CEEDAR Center, 2015).

Access to and Participation in Standards-Based General Education Curriculum

- Current focus in line with IDEA 2004 and NCLB 2001.
- Facilitate access to and meaningful participation and progress in the general education curriculum.
- Do not to need to choose between teaching academic or functional skills; rather, the focus is on teaching relevant academic and functional skills.

3.6 Summary

India is a country of huge diversity and now with a almost 120 crore population that is more and more mobile the students in the classroom would be diverse in many ways. In an inclusive education system, the aim is not to "fix" the child to fit in. It is more about adapting the educational environment so that the system is more supportive and responsive to a diverse group of learners. Inclusive education embraces and celebrates diverse groups and individuals. Everyone has preferred way of learning which needs to be kept in mind while teaching children in an inclusive class. No child has an exclusive learning style but preference for one. Children with a specific disability will have a very dominant learning style. Therefore, teachers need have a multimodal way of teaching. Three types of Instructional models viz. Developmental, Functional & Inclusion are discussed in this unit.

3.7 Self- Assessment Questions

1) Discuss about the special needs of children with disabilities.

2) Explain different learning styles of the students.

3) Write short notes on different Instructional models, viz. Developmental, Functional & Inclusion Models.

4) Discuss the needs of diverse learners in an inclusive classroom.

3.8 References

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Unit 4 ❑ Inclusive Education Planning

Structure

4.1 Objectives

After reading this unit, learners will be able to:

- Understand the Concept of IE, Misconceptions about IE and Need & Importance of IE

- Know about Ecological Assessment, Person-Centered Planning and Embedded Instruction

- Understand the process of Planning and Collaborating for inclusive instruction

4.2 Introduction

An estimated 93 million children worldwide live with disabilities. Like all other children, children with disabilities have ambitions and dreams for their futures. Like all children, they need quality education to develop their skills and realize their full potential.

Yet, children with disabilities are often overlooked in policymaking, limiting their access to education and their ability to participate in social, economic and political life. Worldwide, these children are among the most likely to be out of school. They face persistent barriers to education stemming from discrimination, stigma and the routine failure of decision makers to incorporate disability in school services.

Nearly 50 per cent of children with disabilities are not in school, compared to only 13 per cent of their peers without disabilities. Robbed of their right to learn, children with disabilities are often denied the chance to take part in their communities, the workforce and the decisions that most affect them.(UNICEF, N.A)

Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive.

Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded, not only children with disabilities, but speakers of minority languages too.

Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all.

4.3 Inclusive Education (IE): Concept, misconception & need
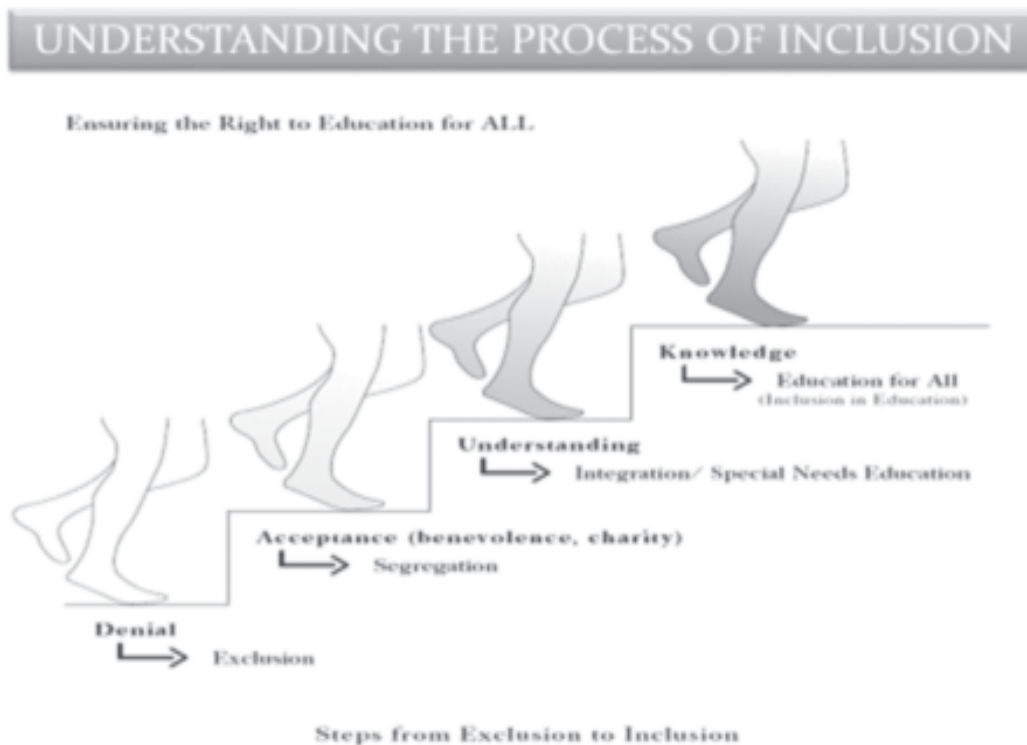
4.3.1 Concept of IE

Inclusive education is a system of education in which children with diverse needs and different abilities are enrolled in regular schools and are provided with equitable learning opportunities based on their specific needs. It is based on the premise that all school children in a given community should learn together regardless of their socio-economic

backgrounds, gender, impairments and different abilities. Inclusive education acknowledges that all children have the ability to learn, recognises that childrens' learning abilities vary, provides space for learning and develops educational methods and teaching aids to meet the educational needs of all children. Schools recognize and take into account the diverse needs of children and barriers faced by their learners, adapt to different styles and rhythms of learning and provides quality education through the appropriate use of resources, entitlements, school organisation, study plans as well as partnership with the community (Karnataka Open Educational Resources, 2020).

Inclusion has its perspectives both from the sociological as well as from the rights-based approach due to the changing scenario of society and the societal and national perceptions of including all.

UNESCO (2008) recast inclusive education to include a social justice perspective:

"Inclusive education is an ongoing process aimed at offering quality education for all, while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination."

UNDERSTANDING THE PROCESS OF INCLUSION

Ensuring the Right to Education for ALL.

Knowledge
⟶ Education for All
(Inclusion in Education)

Understanding
⟶ Integration/ Special Needs Education

Acceptance (benevolence, charity)
⟶ Segregation

Denial
⟶ Exclusion
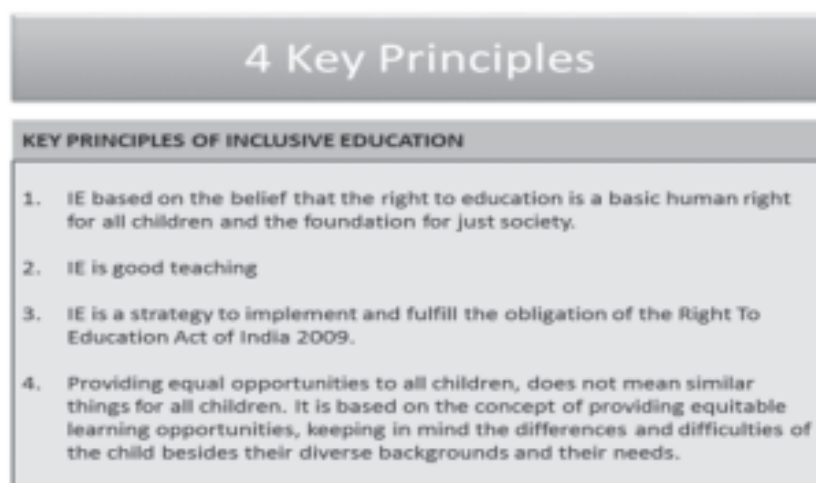
Steps from Exclusion to Inclusion

5 ways in which IE benefits all learners

1. Teaching children from diverse backgrounds requires a tremendous amount of flexibility in teaching practices and processes as well as in curriculum design and learning materials and this is beneficial for ALL learners.

2. Ensuring equitable learning opportunities by making the education system accessible and responsive to all children, including disadvantaged children, i.e. Scheduled Caste/Scheduled Tribes (SC/ST) minority, children with disabilities, girls, urban deprived, and also ensuring their entitlements to achieve optimal learning outcomes, is one of the objectives f the RTE.

3. IE is a process of addressing and responding to diverse needs of learners by reducing exclusion within schools and this is social justice.

4. IE is an entry point to improve the quality of the education system in terms of culture, policy and practices (pedagogy, classroom management, teaching learning materials [TLMs] and the learning environment.

5. Inclusive teachers are good teachers who are flexible in their approach and believe that the source of difficulties in learning is largely environmental and can be addressed.

Key Points of IE

Key Points

1. Inclusive education leads to enhanced learning outcomes for all.
2. All children in inclusive education settings can benefit socially.
3. Inclusive education is more cost-effective
4. Education is a Fundamental Right for all children in India
5. It is a poverty-reduction strategy
6. Costs of exclusion are very high

4 Key Principles

KEY PRINCIPLES OF INCLUSIVE EDUCATION

1. IE based on the belief that the right to education is a basic human right for all children and the foundation for just society.

2. IE is good teaching

3. IE is a strategy to implement and fulfill the obligation of the Right To Education Act of India 2009.

4. Providing equal opportunities to all children, does not mean similar things for all children. It is based on the concept of providing equitable learning opportunities, keeping in mind the differences and difficulties of the child besides their diverse backgrounds and their needs.

4.3.2 Misconceptions about IE

(Willowbee, 2021):

The goal of education is to create opportunities for individuals to realise their true potentials. Teachers around the world work relentlessly towards helping our children participate in the cultural, political, social, and economic aspects of life by providing them the required tools. However, even today, our educational system has not been able to guarantee such opportunities for everyone. Unfortunately, this educational disparity becomes prevalent from the very early years of a child's life.

Social inclusion has been a top priority for the policymakers across the world in the recent years. However, ensuring access to early childhood education for children from disadvantaged backgrounds has still remained a challenge.

Inclusive Education is defined by UNESCO, 2008 as a process to help overcome obstacles that limits the presence and participation of learners. Experts believe, however, that the implementation of inclusive educational practices has been hampered significantly by a number of misconceptions.

- The most common misconception about inclusive education is that it only concerns learners with some kind of disability. It is true that this concept has been successful in addressing discrimination in education based on disability of a child. However, over a period of time, the idea was expanded to include discrimination on the basis of multiple factors, including social class, sexual orientation, gender, ethnicity, and linguistic, cultural, and religious association. Therefore, inclusive education looks to provide the right education to all by eliminating barriers to learning.

- There is also a common perception about inclusive education being expensive. However, compared to segregated education, inclusive education has a lower instructional cost. Adoption of this system doesn't require a lot of resources. In fact, it is possible to cultivate an inclusive environment simply by redesigning practices and training.

- Some people have their apprehensions about inclusion because they believe that this may jeopardize the learning quality for other students. However, recent studies indicate that inclusive education benefits all students. It has been observed that participation in inclusive classrooms led to higher academic attainments, even for students without special educational needs.

- Another misconception people have about inclusive education is that it makes special educators redundant in the educational system, which is far from the truth. In fact, today, the entire world requires more special educators compared to ever before for the implementation of inclusive education.

- One may think that inclusion in education is only about our schools. However, this is a wrong perception because this concept demands significant efforts and changes in attitude from the society. In addition to accommodating learner differences, inclusive education is also about sharing a vision where the entire society has a role to play.

Common Myths and facts about Inclusive Education:

Myth	Fact
Segregation is better	Inclusion is the best educational programme since it allows individuals to develop as per their abilities. It also inculcates values like caring and sharing.
Inclusion is an expensive option	It is an affordable way to provide the most equitable solution to the learners.
Inclusive education is just another fad	It is a concrete way of understanding the individual differences and reaching out to them.
Inclusion is difficult in regular school	It is practised in regular schools by modification of learning strategies and ways of delivering them.
Non-cooperative parents	When parents see a visible change in the children, they are ready to render their full support and help.
People with disability are an unfortunate drain on society	They contribute substantially to the society by excelling in their areas.
Inclusive education good ONLY for students with disabilities	Under this system, all children get an equal opportunity to live, learn and play together thereby enhancing their talent and personalities.

Please remember that educational inclusion is a continuous process for the elimination of obstructions that deny quality education for some learners. These barriers can only be dismantled by making learning more inclusive from early ages.

4.3.3 Need and Importance of IE

There have been efforts internationally to include children with disabilities in the educational mainstream. In order to achieve truly inclusive education, we need to think about and incorporate children with special needs into regular schools. Especially, because these kids face some sort of barriers to learning and participation in the classroom. As general education classrooms include more and more diverse students, teachers realize the value of accepting each student as unique. In effective inclusive programs, teachers adapt activities to include all students, even though their individual goals may be different. We have learned that inclusive education is a better way to help all students succeed. Researches show that most students learn and perform better when exposed to the richness of the general education curriculum. The growing body of research has shown that children do better academically when in inclusive settings and inclusion provides opportunities to develop relationships.Some of the benefits include: friendships, social skills, personal principles, comfort level with people who have special needs, and caring classroom environments. The most important function of friendships is to make people feel cared for, loved, and safe. In an inclusive educational setting, low-achieving students are able to get extra help even though they did not qualify for special education. Classmates of students with disabilities also experience growth in social cognition, often can become more aware of the needs of others in inclusive classrooms. An interesting side effect is that these parents report that they also feel more comfortable with people with special needs because of their children?s experiences. Students with disabilities can create long-lasting friendships that would not be otherwise possible, and these friendships can give them the skills to navigate social relationships later on in life.

4.4 Accessing the general education environment (ecological assessment, person-centered planning and embedded instruction)

4.4.1 Ecological Assessment

Purpose of Ecological/Contextually Based Assessment

Ecological/contextually based assessment assists in prioritizing student's needs and recognizing his/her strengths and abilities to determine what to teach and how to teach it. Ecological assessments involve observations of activities in a given context (e.g., morning circle in third-grade classroom) to determine what students are expected to do (i.e., the skills needed to perform and participate in the activity, routine, or task at hand); what the natural cues are that prompt this expected behavior/skill; and what supports or barriers may be present that may interfere with the demonstration of the expected behavior/skill. Next, observe the student in the actual context/activity and record his/her performance for each step of the activity (i.e., the student's ability to perform the skills expected). If the student does not perform a step/skill required in the activity, it must be determined if he/she can be taught the skill or if he/she needs an adaptation to support his/her participation.

Ecological/Contextual Based Assessment

Through ecological assessment of the student in his/her current school and community environments, educators are able to determine the demands of the activity and plan purposeful supports so that the student can meet these demands in a meaningful way. This process also prevents over-adapting and over-supporting a student, which could result in learned helplessness. An important focus of ecological assessment is capacity building versus deficit finding. "The most critical point is that these [standardized] measures often provide little useful data for educational programs, while no standardized, or alternative, assessment procedures, also referred to as environmental [ecological] assessment, provide more relevant and useful data regarding educational programs and a student's achievement of desired outcomes" (Snell & Brown, 2011, p. 88). An ecological assessment occurs in the natural context where a student is able to gain cues from the natural environment and routine of the activity (CEEDAR Center, 2015).

Outcomes of Ecological/Contextually Assessment

Ecological assessments can be conducted to assess student's independence and present levels of participation so that meaningful goals can be set to teach the necessary academic, communication, social, behavioral, and cognitive skills that the student needs to maximize performance in the current and future contexts. The outcomes of this form of assessment are student's goals that (1) potentially increase membership and participation with peers without disabilities in school and/or the community, (2) potentially increase access to more environments in school and/or the community, (3) increase meaningful skills that will improve quality of life, (4) are agreed upon as priorities by the whole team, and (5) are robust-that

is pivotal, non-trivial in the broader picture of the student's life. Clearly, the purpose is to maximize students' capabilities and participation. In addition, the use of ecological assessments can prevent providing unnecessary adaptations, supports, and prompts, which could lead to students' learned helplessness and prompt dependency

4.4.2 Person-Centered Planning

(CEEDAR Center, 2015)

Person-centered planning is an ongoing problem-solving approach that emerged in the 1980s to help people understand the experiences of people with disabilities, particularly those with developmental disabilities, and to respectfully and effectively support these individuals to achieve a desired quality of life. This approach takes a strengths-based perspective and helps ensure that resources and instruction are devoted to areas that support the student's preferences and strengths (Snell & Brown, 2011).

Person-Centered Planning

Defining Characteristics Traditional approaches to program planning has often focused on the use of tests to determine a student's deficit and then his/her diagnosis, which leads to treatment. Student was viewed as a client. With person-centered planning, the focus is on truly understanding who the student is as an individual and identifying capacity and strengths as well as connections to others. This approach to planning also invites the student, parents, and other invited team members to express their views, wishes, and feelings and also empowers them to be a part of the decision-making process.

Key characteristics of the person-centered planning process include the following:

- It should facilitate self-determination and the individual's expression of choices for work, play, etc. through the process

- Activities that the individual can do are identified to contribute to his/her community and society

- Natural supports (e.g., peers) are tailored to the individual

- Action plan and goals developed build on the individual's strengths and capacities and focus on immediate preferred lifestyle changes as well as achieving one's dream for the future.

Finally, an important outcome is to develop and maintain significant relationships.

Person-centered planning is not one defined process. There is a range of person-centered planning processes that have been developed over the last three decades to empower individuals from very early childhood to older adulthood. Often times, during the person-centered meeting, notes are taken in a graphic format.

Additional visuals and information about person-centered planning are available at http://inclusive-solutions.com/person-centred-planning/

4.4.3 Embedded Instruction

(Source : University of Florida, 2021)

What is embedded instruction?

Embedded instruction is an approach used to promote child engagement, learning, and independence in everyday activities, routines, and transitions. This is accomplished by identifying times and activities when instructional procedures designed for teaching a child's priority learning targets are implemented in the context of ongoing [naturally occurring] activities, routines, and transitions in the classroom.

This approach to embedded instruction emphasizes the use of complete learning trials to ensure sufficient, systematic, and intentional learning opportunities are provided in the context of everyday activities, routines, and transitions. Our definition also focuses on identifying the types of instructional procedures that might be used within or across these activities, routines, and transitions.
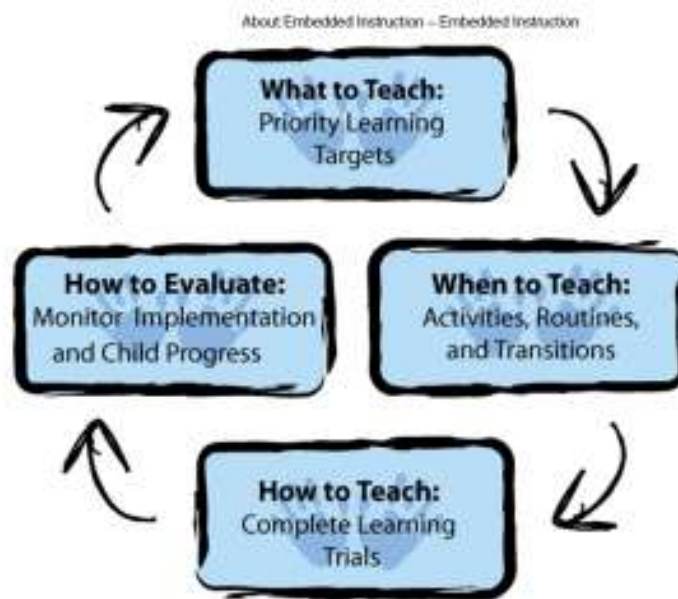
Why use embedded instruction?

Embedded instruction is used to meet children's needs without changing daily routines and activities by providing opportunities to learn and practice important skills in meaningful contexts. Instruction can occur during natural classroom activities, routines, and transitions using curriculum for all children. Embedded instruction maximizes children's motivation by following their interests and promotes generalization and maintenance by providing instruction within and across activities, routines, and transitions.

What are the embedded instruction practices?

Embedded Instruction for Early Learning focuses on key practices for planning, implementing, and evaluating embedded instruction. The practices are organized under the headings of what to teach, when to teach, how to teach, and how to evaluate.

Embedded instruction practices are organized under four primary components:

1.   What to Teach

2.   When to Teach

3.   How to Teach

4.   How to Evaluate

(Source: hps://i2.wp.com/live-ei-public.pantheonsite.io/wp-content/uploads/2015/08/ Sequenal-Recursive-diagram- 2.jpg)

4.5 Planning & Collaborating for Inclusive Instruction

collaboration takes place when members of an inclusive learning community work together as equals to assist students to succeed in the classroom. This may be in the form of lesson planning with the special needs child in mind, or co-teaching a group or class.

The benefits of collaborative learning include:

● Development of higher-level thinking, oral communication, self-management, and leadership skills.

● Promotion of student-faculty interaction.

● Increase in student retention, self-esteem, and responsibility.

● Exposure to and an increase in understanding of diverse perspectives.

The following is a list of three different collaborative strategies that can be used by teachers as a guideline for how they wish to conduct the collaborative approach in their classrooms.

In the 'Supportive Teaching' Model, the general education teacher is responsible for the content of the material, and the special education teacher decides how to adapt that material for the students ability. They work together on presentation, follow-up, and lecture.

The 'Co-Teaching or Team-Teaching' Model incorporates shared planning, instruction, and monitoring of performance and evaluation. In this model regular and special education teachers are equal in the classrooms.

The final strategy is the 'Complementary' Model. The special educator has the responsibility of intertwining different techniques and strategies into the general education curriculum. The special educator handles the majority of instruction for the student. With any instructional model it is important to remember that students will need constant monitoring. Students who are placed in a general education setting need to be monitored constantly and closely to ensure that the instruction is effective and continues to meet their needs. Responsibility for evaluation should be shared among the team members, with the general educator and the special education teacher consultant taking primary responsibility for this task. Student evaluation data should be gathered by direct observation of students in the inclusive setting as well as by review of the student's works and tests (Wood, 1998). (Tango Tammy, 1997)

The collaborative team approach has emerged as a model of addressing the curricular needs of special education children in the regular education classroom. Teachers have many important decisions to make concerning the way in which they are going to provide the best possible education for the disabled students. The collaborative approach offers many different options that can be considered. Disabled and regular education students deserve to receive the best possible educational services. The collaborative team approach is a strategy that can help the teacher to attain this goal. Inclusive education requires a commitment from the general education teacher and any other paraprofessional they are working with. It is a major challenge to both teachers and school administrators and requires new school and classroom practices. Every effort must be made by the teachers and the school administrators to accommodate the special needs student.

4.6 Summary

Inclusive education is a system of education in which children with diverse needs and different abilities are enrolled in regular schools and are provided with equitable learning opportunities based on their specific needs.

Inclusive Education is defined by UNESCO as a process to help overcome obstacles that limits the presence and participation of learners. Experts believe, however, that the implementation of inclusive educational practices has been hampered significantly by a number of misconceptions as follows:

- The most common misconception about inclusive education is that it only concerns learners with some kind of disability.

- There is also a common perception about inclusive education being expensive.

- Some people have their apprehensions about inclusion because they believe that this may jeopardize the learning quality for other students.

- Another misconception people have about inclusive education is that it makes special educators redundant in the educational system, which is far from the truth.

Need and Importance of IE is briefly discussed in this unit. How to access the general education environment through ecological assessment, person-cantered planning and embedded instruction have been mentioned?

collaboration takes place when members of an inclusive learning community work together as equals to assist students to succeed in the classroom. This may be in the form of lesson planning with the special needs child in mind, or co-teaching a group or class.

Three different collaborative strategies that can be used by teachers as a guideline for how they wish to conduct the collaborative approach in their classrooms are Supportive Teaching Model, Co-Teaching or Team-Teaching Model or Complementary Model.

4.7 Self-Assessment Questions

1) Define Inclusive Education.

2) Explain the advantages of Inclusive Education.

3) What are the misconceptions associated with inclusive education?

4) What challenges do teachers face in implementing inclusive education?

5) Write short note on: Ecological Assessment, Person-Centered Planning and Embedded Instruction.

6) Discuss briefly the importance of Planning and collaboration for inclusive instruction.

4.8 References

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Unit 5 ❑ Multi-tired Support System

Structure

5.1 Objectives

5.2 Introduction

5.3 Multi-Tiered System of Support (MTSS): Universal Design for learning (UDL), Differentiated Instruction (D.I), Accommodation, Adaptation, Modification-concepts only

 5.3.1 Universal Design for learning (UDL);

 5.3.2 Differentiated Instruction (D.I);

 5.3.3 Accommodation, Adaptation, Modification

5.4 Educational Assessment of Children with Additional Needs

5.5 Adapted Physical Education & Recreation, Music & Health

5.6 Summary

5.7 Self-Assessment Questions

5.8 References

5.1 Objectives

After reading this unit, learners will be able to:

● Understand the concept of Multi-Tiered System of Support (MTSS): Universal Design for learning (UDL), Differentiated Instruction (D.I), Accommodation, Adaptation, Modification

● Know about Educational Assessment of Children with Additional Needs

● Comprehend the Adapted Physical Education & Recreation, Music & Health

5.2 Introduction

Multi-Tiered System of Support (MTSS) is a comprehensive framework used to provide targeted support for all learners. It is rooted in supporting the "whole child", whether an advanced or struggling learner, through academic, behavioral, social and emotional services. The supports also extend to services such as improving chronic absenteeism and developing rigorous learning plans for high achievers. MTSS includes research-based principles and practices that increase the effectiveness of instruction for all students. Multi-Tiered System of Support is a school wide approach to student support. Teachers, counselors, psychologists and other specialists work as a team to assess and address student needs.

5.3 Multi-Tiered System of Support (MTSS): Universal Design for learning (UDL), Differentiated Instruction (D.I), Accommodation, Adaptation, Modification

Multi-Tiered Framework for Instruction and Intervention(India King, 2018)
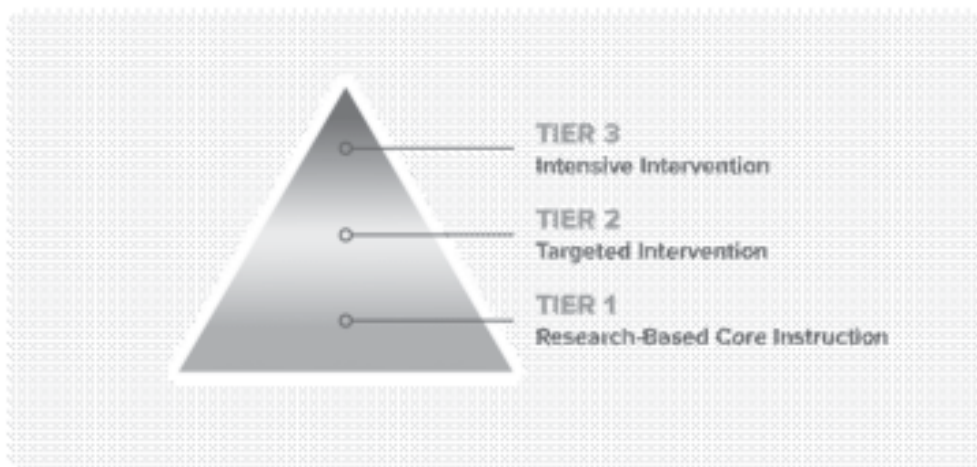
(India King, 2018)

MTSS is a multi-tiered system of instruction and support in which teachers provide quality instruction across three tiers. Tier 1 is core instruction aligned to content standards appropriate for all students, including Bilingual and English Language Learners. This is essentially "great teaching." The majority of learners should make sufficient growth in this tier.

Tier 2 is more strategic support that includes specialized services for 10-15% of the population. These students are in need of supplemental resources that extend beyond the range of Tier 1 services. Tier 3 includes the most intense support and is appropriate for about 1-5% of the student population. Here, students received more individualized support suited for their unique needs.

MTSS emphasizes multiple levels of instruction. However, it focuses on all learners, including higher performing students and students that don't qualify for special education. MTSS may include a wider range of services within its tiers, focusing not only academics, but also behavioral, social and emotional supports.

MTSS is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes.

Multi-tiered system of support (MTSS) is a framework schools used to meet the diverse needs of students. All school personnel have a role in the implementation of MTSS, and some of the best practices for MTSS are discussed below:

● UDL and Differentiated Instruction

● Accommodation, Adaptation and Modification

5.3.1 Universal Design for Learning (UDL)

"Universal Design" is an architectural concept that focuses on the design of products, buildings, or environments so that they can be used by all irrespective of their limitations. The term "universal design" was coined by the architect Ronald Mace to describe the concept of designing all products and the built environment to be aesthetic and usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life (Wikipedia, 2017). It is mandated by Article 2 of the UNCRPD, 2006. It is the proactive design of products and physical environments to make them usable by all people to the greatest extent possible --- without the need for adaptation or specialized design. Within the field of architecture, the retrofitting of buildings with ramps or lifts in order to increase accessibility was often the primary --- and sometimes only --- modification made for broadening access. It was observed that retrofitting typically solves only one access issue: ramps ensure people can get to and from the building, but don't address how they will access features within the building itself. Here comes the Universal Design for Learning which extends this concept into the classroom and educational curriculum. It's the best

practice process of making our course concepts accessible and skills attainable regardless of learning style, physical, or sensory abilities. (Center for Teaching and Faculty Development, 2008).

Concept of UDL:

Universal Design for Learning (UDL) is a framework that provides all learners equal opportunities to learn. It encourages teachers to design flexible curricula that meet the needs of all learners. Using UDL principles in general education classrooms makes curriculum and instruction accessible and engaging. Curriculum barriers are reduced; learning is supported; learners gain knowledge, skills, and enthusiasm for learning; and their learning is validly assessed (Rose & Meyer, 2014).

Focus of UDL:

UDL focuses on the ability of teachers to meet the diverse learning needs of all learners, even those with impairments that affect their mobility, vision, hearing, and learning. Teachers must recognize that there are multiple and flexible ways of providing effective instruction while adhering to curricular standards and objectives. Thanks to technology, universal design enables learners to respond to and interact with curricula and achieve learning standards.

Principles of Universal Design:

Universal Design for Learning is about providing:

- Multiple means of Presentation to offer learners various ways of acquiring information and knowledge.

- Some of the examples of providing multiple means of representations are listed below (NCUDL, 2011):

- Read aloud, highlight phrases, listen to audio- tape, links to background knowledge, Braille converter, or a large print version.

- Multiple means of Action and Expression- to provide Learner alternatives for demonstrating what they know.

Some of the examples of providing multiple means of action and expression are listed below (NCUDL, 2011):

Written responses, verbal responses, dramatic responses, response with visual art, Power Point, VoiceThread (a form of web-based tool for creating composition through different

modes of communication), single method of evaluation such as multiple choice questions (MCQs) or written assignment etc.

Multiple means of Engagement to tap into Learner' interests, challenge them appropriately, and motivate them to learn.

Some of the examples of providing multiple means of engagement are listed below (NCUDL, 2011):

Using archived resources, using Texthelp (which has learning supports such as a highlighter, option to use page navigation menu etc.), organizing information into a concept map, keeping a personal journal etc.

These three attributes are considered as the backbone of UDL, according to the Center for Applied Special Technology (CAST, 2011) and is a widely accepted one.

5.3.2 Differentiated Instruction (D.I)

Not all Learners are alike. Based on this concept, Differentiated Instruction applies an approach to teaching and learning that gives Learner multiple options for taking information and making sense of ideas (Willis and Mann 2000). It encompasses the following facts:

- DI is a teaching principle based on the idea that teachers should adapt instruction to student differences because 'one size doesn't fit all'

- It is a way for teachers to recognize and react responsively to their Learner' background knowledge, readiness, learning styles, language and interests.

- It represents the rationale that all Learners can learn, and that educational activities will be much more successful when teachers purposefully plan and deliver lessons that address diverse learner.

- It also develops a curriculum aimed for the common student.

- Teachers are required to revise their instruction to meet individual student's readiness levels, preferences, and interests.

- The challenge lies in motivating each of the struggling, average and advanced learners and ensures that they are all equally engaged in a quality work.

Definition of Differentiated Instruction (DI):

Differentiated Instruction (DI) is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse Learner in classrooms (Tomlinson, 2001; Guild & Garger, 1998).

Role of the Teacher:

The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting Learner to modify them for the curriculum. Many teachers and teacher educators have recently identified differentiated instruction as a method of helping more Learners in diverse classroom settings.

Differentiated Instruction and Implications for UDL Implementation

Differentiated instruction recognizes Learn with varying background knowledge, readiness, language, preferences in learning and interests, and to react responsively. Differentiated instruction is a process to teaching and learning for Learner of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

According to the authors of differentiated instruction, several key elements guide differentiation in the education environment. Tomlinson (2001) identifies three elements of the curriculum that can be differentiated: Content, Process, and Products.

Differentiate Content:

Of the three elements of the curriculum in a DI, the first one that comes in action is the content. In a differentiated classroom the teacher has a clear "destination for learning" in mind, but also understands that Learner will progress towards that destination on varying timetables, through differing routes, and needing a variety of support systems to continue making progress toward the designated learning goals. With this in mind, the differentiated classroom teacher plans on two levels-

- firstly, what learners must learn; and
- secondly, substitute routes for ensuring that learners who are not "a rendered set" Hence, Content includes-
- what is to be taught (the goals or outcomes),
- what level of understanding, knowledge, and proficiency Learners are to demonstrate; and
- what materials and options are available to give all Learner a point of entry to learning.

Differentiate Process:

Process identifies what teacher plans for instruction, how grouping/set of learners are constituted and how deliverables are presented to ensure maximum learning. These are carried out in some below stated lines:

Several elements and materials are used to support instructional content - These include acts, concepts, generalizations or principles, attitudes, and skills. The variation seen in a differentiated classroom is most frequently in the manner in which Learner gain access to important learning. Access to the content is seen as crucial.

Align tasks and objectives to learning goals - Designers/teachers of differentiated instruction view the alignment of tasks with instructional goals and objectives as essential. An objective-driven list of options makes it easier to find the next instructional step for learners entering at varying levels.

Flexible grouping is consistently used - Strategies for flexible grouping are essential. Learners are expected to interact and work together as they develop knowledge of new content. Grouping of Learner is not fixed. As one of the foundations of differentiated instruction, grouping and regrouping must be a dynamic process, changing with the content, project, and on-going evaluations.

Classroom management benefits Learners and teachers. To effectively operate a classroom using differentiated instruction, teachers must carefully select organization and instructional delivery strategies (Tomlinson, 2000).

Differentiate Product:

It is the assessment of the content. It is characterized by -

- Initial and on-going assessment of student readiness and growth are essential. Meaningful pre-assessment naturally leads to functional and successful differentiation.

- Integrating pre and on-going assessment informs teachers so that they can better provide a menu of approaches, choices, and frameworks for the varying needs, interests and abilities that exist in classrooms of diverse Learner.

- Assessments may be formal or informal, including interviews, surveys, performance assessments, and more formal evaluation procedures.
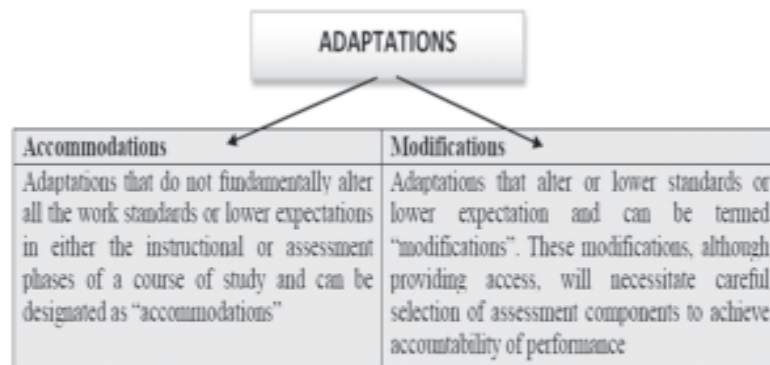
Differentiate Environment:

Differentiating through the environment is important as it creates the conditions for optimal learning to take place. According to Tomlinson (2003), "Environment will support or deter the student's quest for affirmation, contribution, power, purpose, and challenge in the classroom," The learning environment includes the physical layout of the classroom, the way that the teacher uses the space, environmental elements and sensitivities including lighting, as well as the overall atmosphere of the classroom.

The teacher's goal is to create an environment that is positive, structured, and supportive for each student. The physical environment should be a place that is flexible with varied types of furniture and arrangements, and areas for quiet individual work as well as areas for group work and collaboration. This supports a variety of ways to engage in flexible and dynamic learning.

Teachers should be sensitive and alert to ways that the classroom environment supports Learner' ability to interact with others individually, in small groups, and as a whole class. They should employ classroom management techniques that support a safe and supportive learning environment.

5.3.3 Accommodation, Adaptation and Modification

Adaptations, accommodations, and modifications may seem like interchangeable terms, but when it comes to inclusion they carry significantly different meanings.

ADAPTATIONS	
Accommodations	**Modifications**
Adaptations that do not fundamentally alter all the work standards or lower expectations in either the instructional or assessment phases of a course of study and can be designated as "accommodations"	Adaptations that alter or lower standards or lower expectation and can be termed "modifications". These modifications, although providing access, will necessitate careful selection of assessment components to achieve accountability of performance

According to (NCERT 2015)

a) Adaptation refers to adjusting assessments, material, curriculum, or classroom environment to accommodate a student's needs so he/she can participate in, and achieve the teaching-learning goals.

b) Modification involves making changes to learning goals, teaching processes, assignments and/or assessments to accommodate a student's learning needs.

Accommodations in the form of adaptations occur when teachers differentiate instruction, assessment and materials in order to create a flexible learning environment. For example, a student could be working on below grade level learning outcomes in Language Arts and at grade level in all other subjects or courses, some of which require reading materials at the lower reading level.

Adaptations include, but are not confined to:
   a) audio tapes, electronic texts, or a peer helper to assist with assigned readings
   b) access to a computer for written assignments (e.g. use of word prediction software, spell-checker, idea generator)
   c) alternatives to written assignments to demonstrate knowledge and understanding
   d) advance organizers/graphic organizers to assist with following classroom presentations
   e) extended time to complete assignments or tests
   f) support to develop and practice study skills; for example, in a learning assistance block
   g) use of computer software which provides text to speech/speech to text capabilities
   h) pre-teaching key vocabulary or concepts; multiple exposure to materials
   i) working on provincial learning outcomes from a lower grade level

Accommodations in the form of modifications are instructional and assessment-related decisions made to accommodate a student's educational needs that consist of individualized learning goals and outcomes which are different than learning outcomes of a course or subject.

Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/ multiply challenged.) Using the strategy of modifications for students not identified as special needs should be a rare practice. In many cases, modifications need only form part of an educational program for a student with special needs, and they need not be a permanent or long-term solution. Whether to use modifications should be reviewed on a regular basis. Decisions about modifications should be subject or course specific wherever

possible. For example, a student with an intellectual disability may require modifications to a specific subject area such as mathematics; however, modifications may not be required to meet the provincial outcomes in physical education.

5.4 Educational Assessment of Children with Additional Needs

What is an assessment?

Assessment is the systematic process of documenting and using empirical data to measure knowledge, skills, attitudes and beliefs. By taking the assessment, teachers try to improve the student's path towards learning.

What is Evaluation?

Evaluation focuses on grades and might reflect classroom components other than course content and mastery level. An evaluation can be used as a final review to gauge the quality of instruction. It's product-oriented. This means that the main question is: "What's been learned?" In short, evaluation is judgmental.

The term 'evaluation' is derived from the word 'value' which refers to 'usefulness of something'. Therefore, evaluation is an examination of something to measure its utility.


(Source: https://aputlock.wordpress.com/2015/05/06/hello-world/)

Relationship between Assessment and Evaluation

Besides the differences, there are also some similarities between assessment and evaluation. The both require criteria, use measures and are evidence-driven.

So, what's the difference?

Assessment is made to identify the level of performance of an individual, whereas evaluation is performed to determine the degree to which goals are attained.
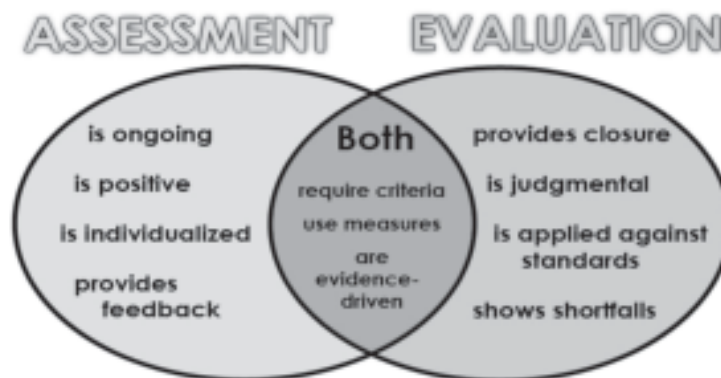
 (Source: https://www.tes.com/lessons/Wl_QF3DLF1cdCA/assessment-vs-evaluation)

So, after reviewing the points above, it would be clear that assessment and evaluation are completely different. While evaluation involves making judgments, assessment is concerned with correcting the deficiencies in one's performance. Although, they play a crucial role in analysing and refining the performance of a person, product, project or process.

**Educational Assessment of Children with Special Needs**

Educational assessment of a student with special needs can be challenging and, if not administered correctly, can provide a misrepresentation of the child's actual academic abilities. For instance, a standardized written test would not be relevant fora disabled student who has delayed or inhibited language acquisition. In this hypothetical situation, seeking a verbal justification or response is also problematic. Subsequently, it is essential for the educator to understand the idiosyncrasies of the student's disability, and have a solid knowledge of his/her potential to ensure content is relevant whilst still being challenging. Although development may be delayed, it does not mean that some learning in the area is impossible, but rather that it is different to the expected ability at that chronological age. Most desired assessment is a combination of formative and summative Assessment, however,

sometimes this is not feasible for some students with a disability (Friend & Bursuck, 2002). After meeting with the student and parents, the initial in-class assessment is conducted by the teacher. This forms an understanding of the most appropriate ongoing assessment tools to be employed in evaluating the student's learning (Turnbull, 1995). It also provides an estimation of the student's current ability.

Among different types of Assessment, Summative and Formative Assessment will be discussed here :

Summative Assessment refers to the assessment of participants where the focus is on the outcome of a program. This contrasts with formative assessment, which summarizes the participants' development at a particular time (Wikipedia, 2019). Summative Assessment, however, is used to evaluate student's learning at the end of an instructional unit by comparing it against some standard or benchmark.

Formative Assessment involves a continuous way of checks and balances in the teaching learning processes (Jeri, 2018). The method allows teachers to check their learners' progress as well as the effectiveness of their own practice, thus allowing for self-assessment of the student. Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited (Wikipedia, 2019). Formative Assessmentis used to monitor student's learning to provide ongoing feedback that can be used by instructors or teachers to improve their teaching and by students to improve their learning.
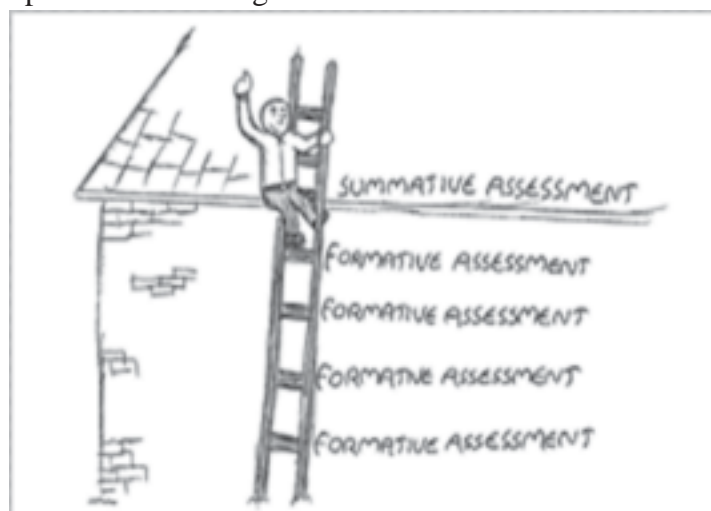
DIFFERENCES BETWEEN THE TWO TYPES OF ASSESSMENT

The table below shows some basic differences between the two types of Assessment:

	Summative Assessment	Formative Assessment
When	At the end of a learning activity	During a learning activity
Goal	To make a decision	To improve learning
Feedback	Final judgement	Return to Teacher to modify the methods and analyse
Frame of Reference	Sometimes normative (comparing each student against all others); sometimes criterion	Always criterion (evaluating students according to the same criteria)

Source: https://www.icbse.com

5.5 Adapted Physical Education and Recreation, Music & Health

Physical Education, Sports, Yoga for Benchmark Disabilities

'Education is the manifestation of the perfection already in man'- Swami Vivekananda

The purpose of education is to foster all round development means intellectual, physical, and social development of the individual. Education plays a fundamental role but for an all-round development there is a need for striking a balance between classroom teaching and also co-scholastic activities. Co-scholastic activities are those which are undertaken side by side with the curricular activities. The most important thing to remember is that co-curricular activities should be fun and enjoyable. In this chapter Physical Education, Sports, Yoga for Benchmark Disabilities will be discussed as a component of Co-scholastic subjects.

Importance of Physical Activities to Persons with Disabilities

Students with disabilities are less physically active than students without disabilities. Students with disabilities may also have the secondary conditions like medial, social or emotional problems in nature. Many of these problems can be curved or controlled by physical

activities. In addition to that physical activities play an important role in the day to day life of students with disabilities. Through the physical education class, they can develop social skills, communication skills and emotional health. These skills are directly or indirectly helpful for independent living of students with disabilities.

Problems faced by Persons with Disabilities in Sports and Games

Inclusion is the practice of ensuring the participation of students with disabilities in the general education setting. Program activities should be selected to promote and enhance the skill development of the student. Teaching methods and instructional strategies must be designed to meet each student's unique learning style. Making developmentally appropriate adaptations and modifications to physical education activities such as exercises, games, rhythms and sports in order to provide the opportunity for students to be successful is the purpose of adapted physical education. The various research results showed that the following problems are the barriers for providing better adapted physical education programme for students with disabilities in India.

● The qualified physical education teachers are not aware about the process of adapting games and sport activities for disabled students.

● Most of the Indian schools are not having the adequate infrastructure and equipment to include students with disability in the physical activities.

● The curriculum prescribed for physical education contains very few information about the adapted physical education. Only one paper deals with curriculum adaptation for

students with disabilities. In many universities this paper is given as elective paper.

● After the school education, there is no provision to select physical education course for persons with disability. National Council for Teacher Education (NCTE) provides reservation of seats for handicapped persons as per the rules of the State Government concerned. But the actual scenario in most of the universities were not providing admission for handicapped persons in the B.P.Ed and Diploma courses in physical education.

The concept of Adapted Physical Education evolves to address the needs of CWSN.

Adapted Physical Education is the art and science of developing, implementing, and monitoring a carefully designed physical education. Instructional program for a learner with a disability, based on a comprehensive assessment, to give the learner the skills necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness. Principles and Methods of Adapted Physical Education and Recreation. Adapted physical education generally refers to school-based programs for students ages 3-21 years (Wikipedia, 2019).

Adapted physical education is Physical Education that has been adapted or modified to meet the individual needs of each person with a disability enrolled in a regular or special physical education class.

Adapted Games, Sports and Physical Activities

Adapted games, sports and physical education imparts the skills necessary for rich experiences in leisure, recreation, and sporting to persons with unique needs and is aimed to enhance physical fitness and wellness. In combination to other physical activities, Yoga can bring holistic development and removal of misery among the disabled persons. Adapted physical education includes individuals from infants to elderly. Generally, impairments present in an individual disabled person are unique. The nature of the unique need may vary widely and thus the degree of alteration desired in physical education programme is also vast. Similarly, the set of yogic practice suitable for healthy individual may not be good for disabled persons. Adapted physical activity programs, yoga programmes or adapted sports include similar characteristics of the original sport but modified to suit the absence of capabilities due to impairment. Some examples of adapted physical education are the following :

1. Basketball converted to Wheelchair basketball

2. Running replaced by wheelchair racing

3. Cricket rules modified to include sound producing large size balls.

Yoga is a distinctly different kind of activity. It is one of the six orthodox systems of Indian philosophy. The great saint Patanjali has specified different stages of yogic practices as: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi. First four of these are the beginner's level through which human body is prepared for higher levels of yoga. It is known that only a sound body can hold a mind that can perform at a higher level and accept spiritual thoughts. Yoga has been applied for various purposes to alleviate the sufferings of the common man and promote all-round wellness. Application of yoga to promote wellness and improve the conditions of people with disability is a unique proposition and needs to be explored in a scientific manner.

Adapting and modifying sport is to minimize or eliminate disadvantage caused by the environment in which a sport is played. Modifying sports also enables new rules and equipment to be introduced. All modifications should be continually reviewed and where appropriates phased out or changed.

Modification may include:

- Reducing the size of the court or playing in an area shortened where boundary has been
- redrawn with chalk to reduce the area of play.
- Playing in a closed of area that is surrounded by wall or fence also helps children with
- certain disabilities like visual impairment and Autism to play safely and comfortably.
- Practicing games indoor in a modified form and then taking it outdoors.
- Lowering heights of basketball loops, badminton net & volleyball net.
- Using balls that may be easier to control.
- Using balls with bells inside or very bright so it is easier to track.
- Rhythmic music can make Yoga and free-hand exercises interesting and fun to do.

- Visual cues, for example- the pictures of 'Ashanas' or exercise can be used as a visual instruction, so that the students can follow which 'Ashana' or exercise they are supposed to do next.

- Use of cut-out mount boards on the floor, so that the individual's disability will know where to place their head while lying down on the floor before starting the 'Ashanas'.

Parallel Sports or Individual Sports

For some children with disabilities playing in a team may be too demanding they may prefer individual sports like swimming, roller skating, trekking and athletics. Swimming and Athletics - children with disabilities may require skills to be enhanced to participate in such sports. They may need to build up strength and stamina like typical children. For some children with disabilities it can even lead to participating in Special Olympics.

Use of technology

With the development of new and improved technology with physical education, and especially adapted physical education, it is important for the Adapted Physical Education (APE) teacher to know and understand different ways to implement technology for increased success for their students. APE teachers can develop an updated website regarding a fitness workout plan, in which students can download and follow at home with a sibling or parent. Students can be taught how to keep track of their physical fitness goals and record the data on a spreadsheet. Video files can also be used to demonstrate proper technique. Teachers can easily create videos of students doing an activity. Video files can be utilized as report cards or as evidence of IEP goal attainment. Teachers can also play appropriate and motivating music for aerobic activities. New applications (Apps) are constantly being created to assist people with disabilities in numerous ways. With technology growing, APE teachers need to continue to develop as professionals in providing new ways to enhance their student's physical development.(Dheesha, J. B. 2017)

Intellectual Disabilities

There are a number of general modifications that can be applied in a physical education environment for students with intellectual disabilities.

Modify your Communication : use shorter sentences, use gestures or demonstrations as supplement to verbal cues, repeat directions and have students repeat directions back to you, provide praise often, and give more feedback.

Modification in Practice: Give extra practice time, activities should be fun, reduce activities to deal with the problem of attention, allow choices, to accommodate for students with varying levels of intellectual disabilities a game may be designed with different levels.

Modification in Curriculum: reduce the number of objectives that need to be mastered, frequent reinforcement in each stages of achievement, entirely modified curriculum based on individual's needs and strength.

Modification in Environment: It should be structured and visually appealing, to reduce playing areas in order to eliminate distractions, structured environment to deal with behaviour problems.

Learning Disabilities

1 in 5 students with learning disabilities will also have motor impairments. There are a number of ways to accommodate these students.

Reduce class size: This allows the teacher extra one on one time with students. Often a class of 20-30 students proves to be more effective than double or triple that in general physical education classes.

Use peer tutors: Peers can be rained in how to provide specific skill feedback as well as modify activities so the student has higher success. This can be effective when class size cannot be reduced.

Offer learning strategies: Both teachers and peer tutors can provide strategies to help disorganized learners focus. This includes provided picture cues, video cues, and additional cues such as footprints on the floor to help a student understand what and how to perform an activity.

Provide structured practice: Allow the student to get many practice opportunities. This will help them learn how to listen to and observe visual feedback for performance.

Identify success: Reframe success for students in a way that does not focus on the end result. For example, using correct form in shooting should be a measure of success rather than making the basket.

Use a variety of senses when giving instructions: Some students do better listening to instruction while others do better watching a demonstration. Others may do best when physically guided into the pattern. By incorporating many types of learning styles, students will be more likely to succeed.

ADHD

Students with attention-deficit/hyperactivity disorder (ADHD) may experience motor learning delays. Many strategies are available to minimize learning delays in students with ADHD.

Positive feedback: There is a relationship between positive feedback given by a physical education teacher and students applying corrective feedback.

Task sheets: A task sheet provides a progression of activities to be completed by the students and requires them to record their results. Task sheets can be turned in at the end of class. This allows students to assess their performance while acknowledging their need to improve their skills.

Token economy or point system: This is a structured agreement between the student and teacher in which the student earns rewards by meeting a minimum expectation. At the end of class both the student and teacher initial the points earned. At the end of the month, the student may earn a reward of his or her choice provided by the teacher.

Autism Spectrum Disorder

Various strategies exist to allow students with autism to be successfully included in a physical education setting.

Preparing for inclusion: It is essential to know the student's needs, abilities, and preferences. It is also important to prepare the student. The physical education environment may be anxiety inducing for them. Because of this, educators can slowly introduce the student to the environment. They may also preview the class using visual organizers to describe the setting the student will be a part of. They may also make visual schedules prior to class. It is also important to prepare the peers by teaching them what autism is and behaviors associated with it.

Instructing the student: There are a variety of methods for instructing students with autism. The first, environmental prompts. This involves the intentional use of equipment to encourage specific behaviors. The next is verbal prompts. This includes avoiding negative sentences. For example, instruction such as "step with your right leg" as opposed to "don't step with your left leg". Verbal prompts also include keeping phrases literal as well as provided concise instruction. It is also important to be consistent with language use. Peer tutors may also provide a lot of benefits for students in the physical education setting.[12]

Hearing Impairment

Being hearing impaired or hard of hearing typically has little impact on the development of

motor skills, fitness levels, and participation in sports. However, it is still important to accommodate students who are hearing impairedor hard of hearing in the physical education setting.

Communicate using his or her preferred means of communication. When giving verbal instructions, make sure the student can see the instructors face clearly. Make sure you speak clearly and at a normal rate. Incorporate visual aids that have images or descriptive words. Repeat comments or questions made by the student's classmates. This helps all students alike. Check for understanding by asking students to repeat directions or demonstrate a skill. If an interpreter is involved, make sure to speak directly to the student, rather than the interpreter.

Visual Impairments

Children with visual impairments can play all of the same sports as their sighted peers, with some modifications.

This may include a beeping ball or allowing blind player to walk around and feel the environment before they begin. Modifications can be made continuously until the best solution is found. Children with visual impairments and blindness may need more instruction and practice time to learn new concepts and movements. It is suggested that students receive pre-teaching before the start of a new unit. This can be done before school, after school, during orientation, or at home. Peer tutors may also be effective for students with visual impairments or blindness.

Opportunities Available for Persons with Disabilities

Deaflympics - The Deaflympics are an International Olympic Committee (IOC) sanctioned event at which deaf athletes compete at an elite level. The summer and Winter Deaflympics are among the world's fastest growing sports events.

Special Olympics - Special Olympics is the world's largest sports organization for children and adults with intellectual disabilities, providing year-round training and competitions. Special Olympics competitions are held every day, all around the world-including local, national and regional competitions, adding up to more than 108,000 events a year. These competitions include the Special Olympics World Games, which alternate between summer and winter games. Special Olympics World Games are held every two years.

Disability Commonwealth Games - The Commonwealth Paraplegic Games are international, multi-sport events involving athletes with a disability from the Commonwealth countries.

Paralympic Games - A multi-sport event for athletes with physical, mental and sensorial disabilities. This includes mobility disabilities, amputees, visual disabilities and those with cerebral palsy. The Paralympic Games are held every four years, following the Olympic Games, and are governed by the International Paralympic Committee.

Physical education is an important component of school education meant for all children including students with disabilities. Educational institutions should provide appropriate adapted games and sports to students with disabilities to develop physical fitness. Students/ persons with disabilities must utilize the sport opportunities given by the government and private organizations.

"You will be nearer to heaven through a game of football than through the study of Gita"

- Swami Vivekananda

Visual and PerformingArts

Art reflects human emotions and human beings spontaneously express their frame of mind through various art forms. Thus the intellectual mind merges with the artistic streak, giving birth to art. The expression is reflected in various styles like singing, dancing, drawing, Performing Arts: Music, Dance and Drama and Architecture painting, acting, sculpture. Some of these are expressed through live performances and others through visual arts. Sketching, painting, sculpture are visual arts. Singing, dancing, acting are attributes of performingart.

Visual arts and performing arts play a significant role in the overall development of students with disabilities. Learning and then performing art allows children with opportunities to shine and perform and increase their self-esteem. Learning and performing art teaches self-control and discipline. But children with disabilities will need support and accommodation.

Meaning of visual arts: "Visual Arts" is a modern but imprecise umbrella term for a broad category of art which includes a number of artistic disciplines from various sub-categories.

Visual art usually encompasses the following:

1. **Fine Arts:** All fine art belongs to the general category of visual arts. These include activities such as: Drawing, Painting, Printmaking and Sculpture, along with associated activities like Graphic art, Manuscript Illumination, Book Illustration, Calligraphy and Architecture.

2. Contemporary Arts : The visual arts also include a number of modern art forms, such as: Assemblage, Collage, Mixed-media, Conceptual Art, Installation, Happenings and Performance art, along with film-based disciplines such as Photography, Video Art and Animation, or any combination thereof.

3. Decorative Arts & Crafts: In addition, the general category of visual arts encompasses a number of decorative art disciplines and crafts, including: ceramics and studio pottery, mosaic art, mobiles, tapestry, glass art (including stained glass), andothers.

4. Others: Wider definitions of visual art sometimes include applied art areas such as graphic design, fashion design, and interior design. In addition, new types of body art may also fall under the general heading of visual arts. These include: tatto art, face painting, and body painting.

Meaning of PerformanceArts:

The performing arts range from vocal and instrumental music, dance and theatre to pantomime, sung verse and beyond. They include numerous cultural expressions that reflect human creativity and that are also found, to some extent, in many other intangible cultural heritage domains. The different types of performing arts are theater, musical theater, dance, music, acting, magic and circus acts.

As a form of performance art, acting involves impersonating a character. The different emotions and motivations of characters are displayed through various expressions, intonation and body movements. Often, actors must use empathic skills in order to convey the character in a convincing manner. Another closely related form of performing arts is musical theater. Musicals are plays that integrate songs in place of some spoken words and plot details. Performers often alternate between speaking and singing during the production.

Dance

1. Students who have difficulty in expressing themselves through writing & drawing may show amazing results when expressing themselves through dance.

2. With appropriate props, they may find it easier to show rhythmic movements with music. Props like pompoms, ribbons, long scarves etc.

3. Children can be supported by a prompter, who could be a teacher or a peer, hidden in the wings. Children with disability can imitate him /her ifneeded.

4. Visual cues can be put on the stage by drawing lines, foot-prints or arrows, then an individual can dance without any person'shelp.

5. Dance can be choreographed in such a way that children can participate. Example : hand movements for wheelchair users, visuals cues for those with autism & hearing impairment.

Drama

1. Some children can have difficulty memorizing scripts; they can be helped with visual cues. Those with visual impairment can have Brail scripts or learn scripts by listening to recorded scripts.

2. Children with hearing impairment may do mimes very well.

3. Children with Autism, ADHD may need social stories and visual schedules to help them perform.

4. Like dance-drama, scripts can be adapted to different children can participate.

Music

Musical instruments can also be adapted for those with motor impairments. And for those who want to sing they may need visual cues to remind them of word and timing.

Some adapted musical instruments are as follows:

5.6 Summary

Multi-Tiered System of Support (MTSS) is a comprehensive framework used to provide targeted support for all learners. MTSS is a multi-tiered system of instruction and support

in which teachers provide quality instruction across the three tiers. Tier 1 is core instruction aligned to content standard appropriate for all students, including Bilingual and English Language Learners. Tier 2 is more strategic support that includes specialized services for 10-15% of the population. These students are in need of supplemental resources that extend beyond the range of Tier 1 services. Tier 3 includes the most intense support and is appropriate for about 1-5% of the student population. Here, students received more individualized support suited for their unique needs. MTSS is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes.

The term "universal design" was coined by the architect Ronald Mace to describe the concept of designing all products and the built environment to be aesthetic and usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life. Universal Design for Learning is about providing:

Multiple means of Presentation - to offer learners various ways of acquiring information and knowledge; Multiple means of Action and Expression - to provide Learner alternatives for demonstrating what they know and Multiple means of Engagement - to tap into Learner' interests, challenge them appropriately, and motivate them to learn.

Differentiated Instruction (DI) is a teaching model based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse Learner in classrooms (Tomlinson, 2001; Guild & Garger, 1998). Tomlinson (2001) identifies three elements of the curriculum that can be differentiated— Content, Process, and Products.

Assessment is the systematic process of documenting and using empirical data to measure knowledge, skills, attitudes and beliefs. By taking the assessment, teachers try to improve the student's path towards learning. Assessment is made to identify the level of performance of an individual, whereas evaluation is performed to determine the degree to which goals are attained. Among different types of Assessment, Summative and Formative Assessment have been discussed in this unit.

Students with disabilities are less physically active than students without disabilities. Through the physical education classes, they can develop social skills, communication skills and emotional health. These skills are directly or indirectly helpful for independent living of students with disabilities.

Opportunities Available for Persons with Disabilities includes Deaflympics, Special Olympics, Disability Commonwealth Games and Paralympic Games.

5.7 Self-Assessment Questions

1) Define Multi-Tiered System of Support.

2) Define UDL. Discuss the Principles of UDL.

3) What is Differentiated Instruction?

4) Explain the concept of Adaptation, Accommodation and Modification with suitable examples.

5) Write a brief note on "Educational Assessment of Children with Special Needs".

6) What are the differences between Formative and Summative Assessment?

7) Explain the Importance of Physical Activities to Persons with Disabilities.

8) Write short note on Physical Education, Sports, Yoga for Benchmark Disabilities.

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Unit 6 ❑ Role of Governments & NGOs

Structure

6.1 Objectives

6.2 Introduction

6.3 Social relationships and supports (Instructional Practices, Facilitating Social Membership and Relationship)
6.3.1 Instructional Practices

6.3.2 Facilitating Social Membership & Relationship

6.4 Leadership for Inclusive Education (Teacher-Parent-Family partnerships and Capacity building)
6.4.1 Teacher-Parent Partnership

6.4.2 Family Partnership

6.4.3 Capacity Building

6.5 Role of Indian Govt. in implementation of Inclusive Education.

6.6 Summary

6.7 Self-Assessment Questions

6.8 References

6.1 Objectives

After reading this unit, learners will be able to:

- Understand Social relationships and supports (Instructional practices, facilitating social membership and relationship)

- Comprehend the concept of Leadership for Inclusive Education (Teacher-Parent, Family partnerships, Capacity building)

- Discuss the role of Indian Govt. in implementating Inclusive Education.

6.2 Introduction

It is an accepted notion that Every child is unique in his own ways. Some are bright, some are dull. But regardless of these differences, everyone has equal rights to develop their potentialities. Inclusive Education protects the rights of all disabled students by integrating disabled child with non-disabled in regular classrooms with provision for extra help for the disabled. One of the several factors which determine the success of inclusion is family support and involvement. Parents are known to be the first teacher of their children and they continue to influence their children learning and development during lifetime. Family involvement can have a major impact on student's learning, regardless of the social or cultural background of the family. The purpose of this unit is to describe the vibrant role of family and parents in success of inclusive education and discuss the role of Indian Govt. in promotion and implementation of Inclusive Education.

6.3 Social relationships and supports (Instructional Practices, Facilitating Social Membership & Relationship)

Inclusive education of pupils with special educational needs (SEN) has become a global trend. However, a considerable number of studies have shown that mere enrolment in mainstream classrooms is not enough to support the social participation of pupils with SEN. These children are at risk of experiencing difficulties in their involvement with peers at school. Thus, the question arises of how social participation can be fostered in mainstream classrooms. Building an inclusive classroom community means implementing practices where all students, regardless of cognitive or academic level, have opportunities to be included in the general education classrooms, participating in standards-based curriculum. Inclusive school settings are characterized by:

- All students belonging and being valued as equal members of the school community.

- Intentionally and meaningfully engaging students with disabilities in a wide range of learning opportunities, activities, and environments that are available to all children, including participation in the general education curriculum, non-academic, and extracurricular activities.

- Implementing goals and objectives that are aligned with the state standards, as well

as implementing goals that are student specific in the general education classroom with the appropriate supplementary aids and services.

● Developing and implementing instructional strategies and methods that increase the participation and progress in the general education curriculum of students with disabilities.

Components of Inclusive Classrooms and Schools

Teachers must have an awareness of the components of inclusive classrooms and schools. These components provide the building blocks necessary for creating a safe and welcoming school community where individual differences are valued and embraced. These components are— Leadership, School Climate and Structure, Student Placement, Family and Community Involvement, Collaborative Practices, Instructional Practices, and Supplementary Aids and Services.

6.3.1 Instructional Practices

Educators implement evidenced-based inclusive practices through multi-level instruction, multiple methods of assessment and modified outcomes in general education classrooms, when appropriate. It includes the following Inclusive Instructional practices:

● Providing modified curricular goals,

● Providing alternate ways for students to demonstrate learning,

● Providing test modification,

● Providing alternate materials and/or assistive technology (e.g., materials on tape, transcribe text into Braille, large print, alternate computer access),

● Providing instruction on functional skills in the context of the typical routines in the regular classroom,

● Changing method of presentation,

● Using reader services,

● Providing research-based supplementary materials

● Providing instructional adaptations (e.g., pre-teaching, repeating directions, extra examples and non-examples).

(Commonwealth of Pennsylvania, N.A)

6.3.2 Facilitating Social Membership & Relationship

Climate in the classroom is one of the determining factors in the development of practices in Inclusive Education. Many factors contribute to the climate in the classroom. However, there are predominance on affective relational factors, with impact on action, norms and values, social interactions and learning processes. Effectively the inclusion of children with special educational needs in the classroom is a crucial goal, as it provides important factors that help them adapt: being taught together with other children, feeling part of the class and being recognized by it, with the resources it furnishes and the issues it entails. However, work in inclusive classroom requires a real deep acceptance of all individuals in their variety and diversity of needs, opportunities and difficulties.

School Climate and Structure

- Educators must ensure that all students are welcome and seen as contributing and valued members of the school community,

- Collaborative relationships among staff, families and students are nurtured.

Parents involvement in inclusive education programme builds positive relationships, encourages new behaviours, and increase self-satisfaction and optimism among themselves, their children and teachers. Such involvement of family is the key-component which leads to student's and school's success. When families and community members are involved in student learning, students improve their academic performance and gain advocates that promote their success, helping them feel more confident at school and in taking on more rigorous classwork. Research has shown that high levels of parental involvement correlate with improved academic performance, higher test scores, more positive attitudes toward school, higher homework completion rates, fewer placements in special education, academic perseverance, lower dropout rates and fewer suspensions.

6.4 Leadership for Inclusive Education (Teacher-Parent-Family partnerships and Capacity building)

Inclusive Education is generally thought of as an approach to serving children with disabilities within general education settings. Internationally, inclusive education has broader aims and is defined as a reform that supports and welcomes diversity among all learners. Inclusion is increasingly seen as a key-challenge for educational leaders. Leadership can be defined as "the reciprocal processes that enable participants in an educational community to construct common meanings that lead toward a common purpose about schooling". From this

perspective, leadership involves an interactive process among teachers, students and their parents.

6.4.1 Teacher-Parent Partnership

Teacher-parent partnerships are defined as relationships built on respect in which a parent and teacher have parity and a shared role in educational decision making. Although many professionals acknowledge the value of partnering with parents, most admit that effective parent-teacher partnerships are difficult to achieve. Although parent-teacher partnerships are not innate, both parties fortunately can be taught to be effective partners. The more focused the educational training is in providing teachers with multiple opportunities to interact with parents, the more likely they are to be equipped with the knowledge, ability, and confidence needed to partner with parents. If educators are not trained, they likely will engage in more hierarchical decision-making rather than in collaborative educational decision making in which everyone's contributions are equally valued. One important aspect of parent-teacher partnerships training is knowing how to value parents as equal partners in educating their children. Research indicates that parent-teacher partnerships are essential to teacher practice, optimally starting in the early years of teacher preparation programs. Unfortunately, research literature is sparse on teacher preparation programs in institutions of higher education (IHEs) that address the need for parent-teacher partnerships, especially given that teacher preparation standards call for parent-teacher partnerships to be an integral component of educator preparation curricula (Brinks et al., 2010; Council for Exceptional Children, 2015). Parental involvement in the education of children has been shown to increase student achievement, improve attendance, and reduce dropout rates (Barnard, 2004; Grundmeyer & Yankey, 2016; Sheldon, 2003). Specifically, parent-teacher partnerships have been shown to be an effective method of involving parents in the education of their children, and the benefits are well documented (Barnard, 2004; Collier, Keefe, & Hirrel, 2015; Lasater, 2016; Sheldon, 2003). When parents and teachers become partners, these partnerships have been associated with fewer student retentions and fewer referrals for unacceptable behavior. Moreover, parent-teacher partnerships have been identified as a stress reducer, which, in turn, can help students be ready and able to learn (Anderson-Butcher & Ashton, 2004; Barnard, 2004; Rousse & O'Brien, 2016; Talts, Piht, & Muldma, 2017). (Murray M; Munger M H; Colwell W B; Claussen A J, 2018)

6.4.2 Family Partnership

Parental involvement and community participation in the total scheme of inclusive education is important. The involvement of families and local communities is essential in achieving

quality education for all. Most of the parents want their children to be welcomed into the real world and be given respect and resources which they need and deserve as is given to non-disabled children. Families and community groups can take an active role in promoting inclusive education by helping and cooperating the school authorities in making or providing necessary arrangements and accommodations for the education of special peers. When families get involved in their children's education, the students achieve more, stay in school longer and engage in school more completely Parents involvement in inclusive education programme builds positive relationships, encourages new behaviours, and increase self-satisfaction and optimism among themselves, their children and teachers. Such involvement of family is the key-component which leads to student's and school's success. The participation of family members could be a mother, a father or both, grandparents, guardian or an older sibling in all spheres of child's life plays a vital role in shaping and determine his personality. Parents involvement in inclusive education programme builds positive relationships, encourages new behaviours, and increase self-satisfaction and optimism among themselves, their children and teachers. Such involvement of family is the key component which leads to student's and school's success. The main goal of parents is to see whether the child with special needs benefits from school experience or not. Children with lifelong, disabilities need educational opportunities that are appropriate for their age and abilities. Parents and teachers working together are the very best support for such special children. Jointly, they can ensure children acquire as many necessary skills and abilities to be successful in life are possible. Parents know their children best. They know their likes and dislikes, strengths and weakness, needs and desires, abilities, capacities, capabilities and challenges. This information shared with teachers is invaluable while developing an educational plan for the child. As a parent it is important that one is fully involved in all the aspects of decision-making that goes on during child's education. In some cases where the children are identified very early in their lives by family members, it becomes the responsibility of the parents or family to inform the school authorities for their child's special needs. Parents play an effective role in the education of their children with special needs. While special education teachers generally work hard to make a difference, they cannot be expected to educate these special children on their own. They need support from family members. Parents must encourage them in order to make children reach their potential. They should work on the goals at home as well as cooperate with teachers in schools. If parents will work with their children at home, not only they will progress more quickly and show better results, both will also realize how dedicated and committed their parents to their education. Time spent with children at home brings parents children closer to each other. Parents

should bear major force in helping children overcome adversity. (Monika, 2018)

6.4.3 Capacity Building

Capacity building is the process by which individuals and organizations obtain, improve, and retain the skills, knowledge, tools, equipment, and other resources needed to do their jobs competently. It allows individuals and organizations to perform at a greater capacity. There are three essential components of Capacity building in inclusive education viz:

1. Increasing awareness and attitudinal change through advocacy;

2. Creating future trained professionals through pre-service training and

3. Build on existing human resource or in-service training.

These three components are discussed below :

Attitudinal Changes and Awareness Raising

For inclusive education to succeed, it is vitally important that teachers, principals and other education stakeholders maintain a positive attitude towards inclusion. They must be firmly convinced of the benefits that inclusive practices bring to all children. Even if inclusive education is mandated by law, it will never succeed without the enthusiastic support of its practitioners. Obtaining such support involves behavior and attitudinal change which is not a quick or easy process. There are a number of ways to accomplish such change for examples activities and strategies that have been used successfully in the CRS Vietnam program such as organizing training workshops for educators and key-community members on general inclusive education techniques.

Pre-Service Training Programs

In order to build human resources in the field of education, training must be done both at the pre-service and in-service levels. Pre-service training refers to training individuals before they become teachers. This includes training at teacher training colleges and universities at both the national and provincial levels. Ideally, inclusive education should be a compulsory subject for all teacher candidates and an integral part of teacher training curricula. Fundamental knowledge and skills of inclusive education, such as understanding needs and abilities of children with special needs and pedagogic skills such as instructional accommodation and activity differentiation, should be provided widely to teacher candidates. Countries with strong track records of implementing inclusive education, such as the United States and Australia have adopted this model for a long-time. As a long term goal, countries should work towards promoting inclusive education as a compulsory subject in pre-service training

programs . Nation wide efforts have been initiated in this direction in our country also. In C C S University , Meerut "Creating An Inclusive School", a new course has been introduced in B. Ed. 2nd year with this specific purpose.

In-Service Training Programs

In-service training includes professional development for teachers who are already working in the classroom. In addition to developing the skills of professionals before entering the workforce, it is essential that teachers already teaching be provided skills and techniques for inclusive education. Teachers in many countries are required to upgrade their professional skills on an annual or regular basis to enhance their teaching performance. Inservice training programs offer a particularly effective strategy to improve the quality of an entire educational system for all children regardless of their needs. Inclusive education methods are child-centered, employing active and participative learning techniques that improve teachers' capacity to teach children both with and without disabilities. Collaborative and participative techniques not only enhance learning outcomes, but also reduce prejudice and discrimination among children.

The success of inclusive education in any context depends upon many factors. Teachers themselves are an essential component to ensure the quality of students' inclusion in the school environment. Teachers have direct interaction with students and play a critical role in determining students' experiences in the classroom on a daily basis. Special attention must be paid to ensure that classroom teachers have the skills and support needed to provide quality education to children with diverse learning needs. This requires the collaboration of classroom teachers, key-teachers, school principals, education officers and policy makers. Preparing teachers with essential knowledge and skills for inclusive education also requires the commitment of all teachers. When desired policies are not yet in place in a country, these teachers should explore different and alternative approaches to achieve the ultimate goal of providing quality education for all children. Preparing teachers does not simply mean providing prospective teachers with inclusive education skills; it is important to provide training and support for existing teachers as well. Building the capacity for inclusive education must include awareness raising activities as well as integrated pre-service and in-service teacher training programs to ensure that teachers are aware, ready and willing to bring inclusive education into action. Preparing teachers at the pre-service level to teach in inclusive settings is essential if our schools are to truly teach all students in inclusive, collaborative, and diverse settings. To accomplish that we must start designing and building an atmosphere of collaboration and inclusiveness at the pre service level, as

well as practices that demonstrate to prospective teachers the possibilities and promise of an inclusive world. Hence, efforts must be continued to chase the dreams of capacity building of our teachers for inclusive education (Kaushik Neeta, 2016).

6.5 Role of Indian Govt. in implementation of Inclusive Education.

Legislation and Policies in India

The Constitution of India (26 November, 1949), clearly states in the Preamble that everyone has the right to equality of status and of opportunity. The Article 41 of the Directive Principles of the Indian Constitution supports the 'right to work, education and public assistance' in certain cases including disablement. Further, Article 45 commits to the provision of 'free and compulsory education for all children up to the age of 14 years'. Based on this, the Constitution (86th Amendment) Act 2002 has been enacted by the parliament making education a 'fundamental right' of all children in the age group of 6-14 years. Moreover, the 93rd Amendment to the Constitution of India (now renumbered as the 86th), passed by the Lok Sabha on November 28, 2001, makes it mandatory for the government to provide free and compulsory education to "all children of the age of 6-14 years", with its preamble clarifying that "all" includes children with disabilities as well. Although many viewed this amendment as positive, others criticized the age restrictions. In addition, many thought that the type of education (inclusive, segregated, or other) should be specified within the law. The Government of India created the Kothari Commission in 1964. This commission was created because the Government of India wanted to create a plan of action to improve the education system. The plan of action suggested by the Kothari Commission included people with disabilities, but unfortunately, the Government of India never implemented it. It reads, "We now turn to the education of handicapped children. Their education has to be organized not merely on humanitarian grounds of utility. Proper education generally enables a handicapped child to overcome largely his or her handicap and make him into a useful citizen. Social justice also demands it on an overall view of the problem, however, we feel that experimentation with integrated programmes is urgently required and every attempt should be made to bring in as many children in integrated programs."

The Integrated Education of Disabled Children (IEDC) 1974

The Ministry of Welfare created the Integrated Education of Disabled Children Scheme (IEDC) in 1974. The scheme provided children with disabilities "financial support for books, school uniforms, transportation, special equipment and aids," with the intention of using these aids to include children in mainstream classrooms. However, the government of India realized that providing structural changes to the classroom, such as adapted equipment, would not be enough to integrate children with disabilities into the classroom. Although it was encouraged and partly funded by UNICEF, fifty percent of the funding was supposed to go through the State Governments. The responsibility was transferred to the Department of Education in 1992. Despite the fact that this scheme was supposed to be nation-wide, it was implemented in only 10 out of 29 of the states in India. Sharma (2001) found three major problems with the IEDC. There was a lack of training and experience of the teachers, a lack of orientation among regular school staff about the problems of disabled children and their educational needs, and the lack of availability of equipment and educational materials.

The National Policy on Education (NPE, 1986), and the Programme of Action (1992) stresses the need for integrating children with special needs with other groups. The objective to be achieved as stated in the NPE (1986) is "to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence." Although this policy was created in 1986, it was not implemented until the Plan of Action was created in 1992. The 1992 Program of Action (POA), created to implement the 1986 NPE, broadens the definition of who should be included in mainstream schooling, that "a child with a disability who can be educated in the general school should not be in the special school."

The Rehabilitation Council of Indian Act (1992)

The year 1992 was also the year of the enactment of Rehabilitation Council of India (RCI) Act. The RCI Act provided standards for rehabilitation professionals; one type of rehabilitation professional being special education teachers. In essence, the Council and its Act, aims to regulate the quality of training of Rehabilitation Professionals. Possibly one of the most important landmark legislation to date in India regarding people with disabilities is the Persons with disabilities Act (Equal Opportunities, Protection of rights and Full Participation), 1995. The PWD Act strives to address all major aspects of the education sector that pertains to students with disabilities. It states that students with disabilities have the right to access education in a "free and appropriate environment" until they are 18 years of age,

"promoting integration into normal schools." The PWD Act is supposed to provide transport facilities, remove architectural barriers, supply free books and other study materials, grant scholarships, restructure curriculum, and modify the examination system for the benefit of students with special needs. The Act also addresses teacher training, for special educators and mainstream educators, by requiring adequate teacher training programs to train teachers to work with students with disabilities. Another extremely important part of this act was the clause that requires all parts of the country, urban and rural, to have facilities that accommodate students with disabilities and ensure that they are in school. The People with Disabilities Act functioned as a catalyst for several other development projects around inclusion and disability.

National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999

In 1999, the government passed the 'National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act' for the economic rehabilitation of people with disabilities. These legislations have been instrumental in bringing about percep Cive change in the attitudes of Government, NGOs and people with disabilities.

The Government of India started collaborating with the UN and World Bank to put the People with Disabilities Act into action. One major initiative that was born out of the PWD Act was the District Primary Education Program (DPEP). A joint venture between the Indian Government's Department of Education and the World Bank. The goal of DPEP was "education for all" by the year 2000. As many of the initiatives in India regarding education and children with disabilities, the DPEP focused on inclusion of children with mild to moderate disabilities. Following the PWD Act, important parts of the initiative included teacher trainings through the District Institutes of Education and Training (DIETS), curriculum modifications, resource room, teacher support and integration or inclusion.

Inclusive Education in Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) was launched to achieve the goal of Universalisation of Elementary Education. This adopts a zero rejection policy and uses an approach of converging various schemes and programmes. The key-objective of SSA is Universalisation of Elementary Education (UEE). Three important aspect of UEE are access, enrolment and retention of all children in 6-14 years of age. A zero rejection policy has been adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided meaningful and quality education. It covers the following components under education for children with special needs - Early

detection and identification, functional and formal assessment, Educational Placement, Aids and Appliances, Support services, Teacher training, Resource support, Individual Educational Plan (IEP), Parental training and community mobilization, Planning and management, Strengthening of special schools, Removal of Architectural barriers, Research, Monitoring and evaluation, Girls with disabilities.

The most recent initiative of Government of India to achieve the goal of universalisation of secondary education (USE) is 'Rashtriya Madhyamik Shiksha Abhiyan' (RMSA), aimed at expanding and improving the standards of secondary education, i.e., from class VIII to X. RMSA will work in line with revised scheme of Inclusive Education for the Disabled at Secondary Stage (IEDSS) which ensures that every child with disability will be identified at secondary level and his/her educational needs will also be assessed and supplied learning material, aids and appliances, assistive devices, support services, as per his/her requirement.

Reforming past scheme: Inclusive education of the disabled at the secondary stage

In 2008, the government reformed the Scheme of Integrated Education for Disabled Children (IEDC) and created the Inclusive Education of the Disabled at the Secondary Stage (IEDSS). It went into effect on April 1st, 2009. IEDC was reformed to take into account the resources provided for students with disabilities ages 6-14 under Sarva Shiksha Abhiyan. The objective of IEDSS is to enable the disabled children who have completed eight years of elementary education to continue their education at the secondary stage in an inclusive environment in regular schools. IEDSS provides students with disabilities ages 14-18, studying in public or government funded schools, Rs. 3000/- per school year from the central government to purchase the necessary materials to use to ensure inclusion of the student in the mainstream school system. This is the first policy that specifically acknowledges the importance of secondary education for persons with disabilities.

The National Policy for People with Disabilities

The most recent policy specifically concerning education and people with disabilities is the Ministry of Social Justice and Empowerment's National Policy for People with Disabilities. Although this policy was created in 2006, after the 2005 Action Plan, and the two policies were created under separate ministries, they are very similar in both the ideologies that they were founded on, as well as the actual changes they are trying to make to the system. This policy echoes the 2005 plan of action and 2005 (made official in 2009) bill by changing special schools in resource centers for students with disabilities and teachers. In addition, the policy seeks to bridge the gap between rural and urban areas by creating more District

Disability and Rehabilitation Centers (DDRCs), which disseminate information in terms of availability of aids and appliances, ensure the mandated 3% coverage of persons with disabilities in poverty reduction programs and target girls with disabilities.

The Rights of Persons with Disabilities Act (2016)

The Rights of Persons with Disabilities Act (2016) is the disability legislation passed by the Indian Parliament to give effect to the United Nations Convention on the Rights of Persons with Disabilities, which India ratified in 2007. The Act replaces the existing Persons with Disabilities (Equal Opportunity Protection of Rights and Full Participation) Act, 1995. The number of disabilities recognized under the act has been increased from 7 (recognized under the Old Act) to 21, and have been elaborately defined. The law recognizes for the first time three blood disorders namely Thalassemia, Hemophilia, and Sickle cell disease, intellectual disability, disability caused due to neurological conditions, acid attack etc. as disabilities. Responsibility has been cast upon the appropriate governments to take effective measures to ensure that the persons with disabilities enjoy their rights equally with others. The Act focuses on multiple aspects such as education, skill development, employment, recreation, rehabilitation, health and social security of person with disability. The Act provides every child with benchmark disability between the age group of 6 and 18 years right to free education. Government funded educational institutions as well as the government recognized institutions will have to provide inclusive education to the children with disabilities. For persons with benchmark disabilities a reservation of not less than 5% in higher education, not less than 5% in government jobs and not less than 4 %, has been provided in allotment of agriculture and housing land, in poverty alleviation schemes and in doing so priority has to be given to women. The law has become more gender sensitive as a separate provisions have been made for women suffering from disability.

Private establishments have also been covered within the ambit of the new Act. Governments as well as private service providers are required to provide services in accordance with the rules on accessibility formulated by the Central Government. No building plan is to be approved unless it complies with the rules of accessibility. Special powers have been conferred on the Executive Magistrate and Police Officer to deal with complaints of abuse, violence or exploitation against the person with disabilities. The Act also requires the State Governments in concurrence with the Chief Justice of High Court to notify District Court/ Court of Session to be special courts for speedy trial of offences under the Act. The Act provides for setting up of National Fund for persons with disabilities. Thus, this new act will not only enhance the rights and entitlements of persons with disabilities but also provide

effective mechanism for ensuring their empowerment and true inclusion into the society in a satisfactory manner. (Nagpal Rajni, 2018)

National Education Policy, 2020

The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021.

The finalized policy incorporates several recommendations of disability organizations on the 2019 draft. The NEP asserts that children with disabilities will have opportunities for equal participation across the educational system. A major victory is the recognition of the Rights of Persons with Disabilities Act (RPWD), 2016 and its provisions for inclusive education, defined as a system of education where students with and without disabilities learn together. These recommendations include non-discrimination in schools, accessible infrastructure, reasonable accommodations, individualized supports, use of Braille and Indian Sign language in teaching, and monitoring among others. The policy has provisions for recruitment of special educators with cross-disability training and incorporates disability awareness within teacher education. Children with disabilities in the policy are primarily viewed as recipients of welfare and care in the form of peer tutoring, open schooling, and one-on-one teaching. There is a need to go further, to recognize disability as an identity and as a form of diversity rather than solely a deficit - an example of this would have been to suggest the standardization of Indian Sign Language as a valuable language system for all students, not just for 'students with hearing impairments.' That is, the educational challenges of children with disabilities stem from a rigid curriculum, inaccessible schools and classrooms, absence of modified assessments, and deficit perspectives that place limits on what disabled children can achieve.

India has ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in 2007, which envisions free, quality, inclusive education as the fundamental human right of every child with a disability. In line with the UNCRPD, there is a need to ensure that the NEP leads to renewed efforts towards greater budgetary allocation, a systems approach with co-ordination across Government departments, ending segregation of disabled children, and a focus on sustainable transitions to higher-education and employment. (Sarkar Tanushree, 2020)

Initiatives undertaken by the Government of India cover a wide range of policies, plans, programmes, schemes and legal enactments related to persons with disabilities in the country. Although the Government of India has attempted to create numerous policies that are inclusive for people with disabilities since the country's independence in 1947, their implementation efforts have not resulted in an inclusive system of education, nor have they reached their goal of "Education for all" across the country. Still, at present, the policies governing the education system are inclusive but, the problem is with implementation. The Government of India needs to bridge the gaps in their education system to build a strong system of inclusive education in India.

6.6 Summary

Social relationships and supports (Instructional practices, facilitating social membership & relationship) have been discussed in this unit. Educators implement evidenced-based inclusive practices through multi-level instruction, multiple methods of assessment and modified outcomes in general education classrooms, when appropriate. Climate in the classroom is one of the determining factors in the development of practices in Inclusive Education. Many factors contribute to the climate in the classroom. Parents involvement in inclusive education programme builds positive relationships, encourages new behaviours, and increase self-satisfaction and optimism among themselves, their children and teachers. Such involvement of family is the key component which leads to student's and school's success. When families and community members are involved in student learning, students improve their academic performance and gain advocates that promote their success, helping them feel more confident at school and in taking on more rigorous classwork. Research has shown that high levels of parental involvement correlate with improved academic performance, higher test scores, more positive attitudes toward school, higher homework completion rates, fewer placements in special education, academic perseverance, lower dropout rates and fewer suspensions.

Initiatives undertaken by the Government of India cover a wide range of policies, plans, programmes, schemes and legal enactments related to persons with disabilities in the country.

6.7 Self- Assessment Questions

1) Discuss on Leadership for Inclusive Education.
2) Write note on "Capacity Building of Teachers for Inclusive Education".

3) Explain the Role of Indian Govt. in implementation of Inclusive Education.

4) Write the full forms of: RMSA, RCI, IEDC, UNCRPD, NEP.

5) Discuss the features of RPWD Act, 2016.

6.8 References

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