

# A STUDY OF INCLUSIVE EDUCATION INTEGRATED TOWARDS DISABLED CHILDREN IN INDIA

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## **ABSTRACT**

Education is the right of each child to face the challenges of life. Education is the right. This is particularly needed by the children with disabilities in order to add to their differential skills to prepare for a happy productive and useful life. Efforts to educate disabled children started in India shortly after their independence. An attempt was made to investigate the policy and law in India after the post-constitution era to educate children with disabilities. In the last section, CWD education challenges and some suggestions were made. In India various definitions of disability conditions were introduced for different purposes, mainly following the medical model, based on different criteria for determining people's abnormalities or pathologies.

**KEYWORDS:** Inclusive Education, Special Needs, Human Rights, children, etc.

## **INTRODUCTION:**

India is the world's largest democracy. The 2011 census indicates that the country is home to 1.2 billion people, of whom approximately 833 million live in the countryside. Disability Census 2011 data has not yet been published. The UN observes that there are about 120 million disabled people in India and 10 percent of the population has disabilities. The problem of disability is because the type, shape and intensity differ. Comprehension of disability will require an understanding of these differences. According to the World Health Organization; disability is a term that covers impairment, motion limitations and contribution limitations, impairment is a body function problem; an activity limitation is a difficult task or activity of a person; a contribution limitation is a problem that a person

has in a particular way a role in life. Thus, disability is a difficult phenomenon, which reflects the interplay between the characteristics of the body and the civilisation characteristics in which it lives. The first officially binding disability convention, the United Nations Resolution on the Rights of Persons with Disabilities (2006), which accepts two descriptions of disability. The Introduction to the resolution states that "disability is due to the relationship between populations with impairments and the barricades of attitude and the environment that hamper their full and actual participation in civilisation"[1]. Again, it emphasizes that "people with disabilities include those who suffer long term physical, mental, intellectual or sensory damage that can prevent their full and effective participation in society on an equal basis with others in interaction with different hurdles." These two terms reflect a shift from a health model to a disability social model. Persons with trusted physical, intellectual, mental and psychological disabilities are regarded as disabled in the medical model. Accordingly, the individual is disabled, as it is linked to activity constraints by treatment and reintegration with the burden of environmental adjustment[11]. Unlike the social model, the focus is on society, which puts the behavior of people with impairments under excessive limitations. Disability lies in the communication between individuals and society rather than in individuals. It is supportive of the fact that disabled persons have the right to try and eliminate institutional, physical, information, and attitude barriers in society[2].

## **REVIEW OF LITERATURE:**

Different definitions of disability conditions in India were introduced, based on various criteria for the determination of irregularity or disease conditions of individuals, for a variety of commitments in fundamental respect of the medical models. No regularization of disability assessments across methods has been completed in the absence of a social model conceptual framework. Different terms such as disabled, disabled, paralyzed or physically disabled are used in common, which indicate the importance of pathological conditions. In India, the Act 1995 defined individuals with disabilities as persons not less than 40 percent of all persons with disabilities as certified by an individual medical authority [3]. The identified disabilities include blindness, visual impairment, intellectual paralyzes,

leprosy, leprosy cured, hearing impairment, loco-motor impairment, mental illness and impediment and multiple impairments. Disability was considered by the National Sample Survey Office (NSSO) "any restriction or lack of the ability to move in the way or in the deliberate manner common to human beings"(4). The exclusion of recent disease/injury (morbidity) leads to temporary loss in seeing, hearing, talking or movement capability. At the moment, disability understanding has changed significantly, from prior medical clarification of the individual's perception of disability as a deficit to that of being viewed in the context of a human rights issue. Education is an enormously transforming human right. Education of Disabled Children (CWD) has in recent periods been a component of Indian policy improvement. In performances, schemes and institutions recognized for various relevant activities, the Government of India's strategy to educate children with disabilities was reproduced [9].

#### **Profile of Elementary Education and Literacy of CWD:**

According to round 58 of the NSS, 25% of people with disabilities have received primary school education (five years), 11% have received education up to median school (eight years) and just 9% have been 9 years or older (NSS 58th round) (Jul.-Dic.). In rural areas the enrollment ratios were, interestingly enough, higher for people with disabilities between 5 and 18 years of age than in urban areas[8]. Elementary class data on children with disabilities under the DISE district information system reveals that they vary from year to year. In 2003-2004 the number of children in question was 1,75 million, up from 1,40 million in 2004-2005. However, their numbers have always continued to account for around one percent of total class registration. In 2006-2007, approximately 1,42 million children with disabilities were enrolled in country-wide uncomplexed classes, of which 1,04 million were primary school children and 0,38 million were primary school children. In primary school, the proportion of children with disabilities is 0.79, with upper primary education being 0.80. At the elementary level the corresponding percentage is 0.80. Table–1 shows the inscription differences by disability type. Almost one in three children with a basic class disability has moving problems (28.56 percent). Approximately 24% of people with visual disabilities, 12% with hearing difficulties, 12%

with speech impairment, about 17% with mental retards, and 7% with other types of disabilities. There are some interesting differences as children move from primary to secondary schools. Their percentage in high primary classes is as high as 32,87 compared to 20,79 percent for children with visual impairment in primary schools. Figures, by contrast, show a significant decrease in numbers for children with mental impairment. In recent years, opportunities have been developed for integrating the CWD into society with regard to issues of access and enrollment. Without including these, the Universalisation of Elementary Education (UEA) objectives could not be achieved, the Persons with Disability Act of 1995 or the Right to Education Act of 2009 have provided a new impetus to education for disabled children.

Disability in	Enrolment(%) in Grade		
	I – V	VI – VIII	I – VIII
Seeing	20.79	32.87	24.02
Hearing	11.69	11.04	11.52
Speech	13.04	8.28	11.77
Moving	27.28	32.09	28.56
Mentally Retarded	19.68	8.62	16.73
Others	7.51	7.10	7.40
Percent to Total Enrolment	0.79	0.80	0.80

**Table 1: Enrolment According to the Type of Disability**

#### **National Policy on Education (NPE):**

The NPE brought the fundamental issue of equality centre stage. The policy clearly focuses on the needs of the children with disabilities. “The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growing and to qualify them to face life with bravery and confidence [5]. The following measures will be taken in this regard:

- Wherever it is practicable, the education of children with motor handicaps and other mild handicaps will be common with that of others;

- Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children;
- Adequate arrangements will be made to give vocational training to the disabled;
- Teachers' training programmes will be reoriented, in specific for teachers of primary classes, to deal with the special complications of the handicapped children and
- Voluntary effort for the education of the disabled will be encouraged in every possible manner”.

### **Integrated Education of Disabled Children (IEDC):**

The Government of India's appreciation of the need to integrate children with disabilities came in 1974, when the Union Ministry of Welfare launched the centrally supported scheme of Integrated Education of Disabled Children (IEDC) [6]. In 1982, this scheme was transferred over to the then Department of Education of the Ministry of Human Resource Development. The centrally supported scheme of Incorporated Education of the Disabled Children provides educational opportunities for the disabled children in common schools, to facilitate their retention in the school system, and also to place in common schools, such children previously placed in special schools after they acquire the communication and the everyday living skills at the functional level [7].

### **CONCLUSION:**

The dream of discrimination for children with disabilities free and equitable education may require a complete change of institutional arrangements and legal requirements; but the most important change in our thinking and approach to those with disabilities must be seen in our minds. The need for this hour is to work with different stakeholders in a time-bound way. This nation and the international community must fulfill our responsibilities. The political will to confirm that all policies and all ministries and departments involve disabilities is urgently needed and that time is needed to make it accessible to all disabled people and the adequate resources available in our facilities, schools, colleges or public places. Education for All must be removed by removing obstacles to access to



education and learning for children with disabilities. Education policies and practices must be inclusive of all students, encourage full participation and diversity as a resource and as an obstacle in order to affirm that all children have access to excellence education. Even education will pave the way for people and civilisation to prosper. This prosperity, in turn, will bring peace and support to humanity. Finally, we repeat the Professor's words.

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