

INDIA

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Prologue

Civilizationally India has showed concern for educating its entire citizenry, which means it recognized down the history education's role in sustaining and developing both culture and productivity. Surprisingly, the ancients showed neither any biases nor prejudices in dealing with gender or abilities. They were aware that all do not have identical abilities or learn at uniform speed. Historically the most ancient of literary references record their real concern and liberality in this regard. For instance, Rigveda, 7/2/11 (15th century BC) commands, "O learned teacher! Even as the sun illumines those who come under the bright light, you should impart education to them too who are mentally retarded, just as mothers of brilliant children equipped with true knowledge teach their wards with loving care, so you should instruct such children with happiness." Indeed, a few centuries later special methods were developed to instruct the mentally challenged. Both in the Jataka stories and Panchtantra there are examples galore to guide us in our role as useful and focused teachers.

Paper presented by Prof. Neerja Shukla, NCERT, New Delhi at the 24th Asia-Pacific International Seminar on Special Education, Japan on October 11 to 16, 2004 as a nominee of Ministry of Human Resource Development, Government of India.

India is a multi-cultural and multi-lingual society with a sizeable population of about 1029 millions (1,02,87,37,436) comprising of about 532 millions (53,22,23,090) males and about 496 millions (49,65,14,346) females crossing the one billion marks. This vast wealth of human resources is divided into 35 States and Union Territories consisting of 593 districts, 5470 sub-districts, 5161 towns, and 6,38,588 villages (Census of India, 2001). The current literacy rate for the country among the population of 7 years, and above is 64.8 % showing an increase of 14.6 % points since the last census in 1991. The total literacy of the country stands at 65.38%. The gap between the literacy rate of male and female has also come down from 24.84 in 1991 to 21.69% in 2001. The population

with disability has been estimated to be 2,19,06,769, which has further been divided under persons with seeing problems (1,06,34,881), speech problems (16,40,868), hearing problems (12,61,722), problems in movement (31,05,477) and mental problems (22,63,821). However, the Census did not record the population of persons with multiple disabilities. This was done in the third National Sample Survey on the disabled in the 58th round during July-December 2002 which put the number of disabled people in the country as 18.53 million which was 1.8% of the total population. Among different types of disabilities the prevalence of locomotor disability was the highest in the country which was followed by visual disability and hearing disability. After analysis it was found that about 10.63% of the disabled persons suffered from more than one type of disability. It is this group with which we are concerned today.

The overall analysis showed that 84% of the mentally retarded and 82% of those with speech impairment were born with disability. About 55% people with disabilities in India were illiterate and only 9% had completed education of secondary and above level. The current enrolment ratio per 1000 disabled children of age 5-18 years in the ordinary school was higher in the rural area than in the urban area and about 11% of children with disabilities in the age group 5-18 years were enrolled in special schools in the urban area while this figure for rural area was only 1%.

It is very encouraging to note that efforts made by the Government of India during the last decades for the welfare of disabled have become evident through by making provisions for meeting the educational needs of persons with disabilities and also by recognizing their rights and participation in the mainstream. To quote from the Country Report-India (2003) "A multi-pronged strategy which includes, inter-alia, inter-ministerial and intra-ministerial coordination at Central, State and District levels, has resulted in qualitative and quantitative changes in the lives of persons with disabilities. Their participation in policy decisions which directly affects their lives has increased substantially. With the help of the media, strategic showcasing of abilities of persons with disabilities is effecting more positive attitudinal changes in the general public. This and other proactive measures are leading to the gradual breaking down of physical, institutional and informational barriers. In some initiatives, the Government of India is playing a direct implementing role and in others, a facilitative and catalytic one. The underlying effort throughout is to break the intergenerational cycle of poverty, disability, segregation, powerlessness and charity that leads to the denial and prevention of participation, respect and opportunities for persons with disabilities and their families."

While making a statement A. Gopinathan, Deputy Permanent Representative on the second session of the Ad-hoc Committee on a Comprehensive and Integral International Convention on the Protection and Promotion of the Rights and Dignity of Persons with Disabilities on June 19, 2003 said that "India is fully committed to the realism of social justice and empowerment of persons with disabilities" and recognizes "the impact of dual disadvantage and multiple discrimination faced by specific groups such as children, women, rural poor, severely and multiply disabled". Article 45 of the Directive Principles of the Indian Constitution urges the States to provide "free and compulsory education for all children until they complete the age of fourteen years". Now India through the 86th Amendment of the Constitution has made education a fundamental right of all children including children with disabilities.

The Policy

India, through policies, programmes and legislation has committed itself to providing equal opportunities to all children by adopting to learner centered teaching provided in mainstream schools. The **National Policy of Education** (1986, 1992) recommended integrated education in general schools for children with locomotor handicaps and with other mild disabilities, orientation and pre-service training of general teachers to meet special educational needs of these children, and also by making provisions of vocational training and establishment of special schools for severely disabled children. The **Programme of Action** (1992) of the National Policy on Education postulated that a child with disability who can be educated in a general school only and not in a special school should be educated in general school only. It also recommends that even those children who go to special schools initially should be transferred to general schools once they have acquired daily living skills, communication skills and basic academic skills.

The Ministry of Human Resource Development and the Ministry of Social Justice & Empowerment are two important Ministries of the Government of India which have evolved many programmes and schemes to meet the educational requirements of children with special needs including children with multiple-disabilities through inclusive education in general schools and a large number of special schools opened in different regions of the country. It is heartening to know that these two types of schools are complementary to each other with a focus on the requirements of the learner with special needs and are contributing towards universalization of elementary education in the country. Non-Government Organizations (NGOs) are an important part of this network.

The following table gives the names of some NGOs actively involved in education and rehab of children with multiple disabilities.

Voluntary Sector Initiatives

Amar Jyoti Research and Rehabilitation Centre

A charitable organisation founded in July 1981 by Dr. (Mrs.) Uma Tuli with the aim of providing a ray of hope to people with special needs. The school provides comprehensive services in integrated education, medical care, speech therapy, physiotherapy and corrective surgery through a number of programmes like camps, counselling, teacher training and education.

Blind People's Association (India) (BRA)

A large multi-faceted agency provides a wide gamut of services from prevention to education, counselling, rehabilitation and employment, to multiple disability and advocacy.

DISHA Centre for Special Education

Provides educational opportunities for children with physical, mental and multiple disabilities.

Indian Institute of Cerebral Palsy

Seeks to bring about positive changes in the lives of all people with cerebral palsy through a range of policies and services provisions designed to enhance their individual skills and knowledge and give them opportunities to exercise their constitutional rights, and fully participate and contribute to the community and country.

Indian Spinal Injuries Centre (ISIC)

A National leader in medical care and rehabilitation of spinal cord injuries. In fact it is the most advanced super specialty hospital cum rehab centre in South Asia.

Manovikas Kendra Rehabilitation and Research Institute for the Handicapped (MRIH)

Over 28 years operation, MRIH provides services in the areas of prevention, education, training, rehabilitation and research in the field of mental, physical and sensory disabilities.

National Centre for Promotion of Employment for Disabled People (NCPEDP)

Registered as a Trust in 1996, NCPEDP stresses the need to move away from traditionally held views of charity and welfare to those of productivity and empowerment of disabled person. NCEDP's mandates are to encourage the employment of disabled people, increase public awareness on disability issues, empower disabled people through appropriate legislation, equip disabled people with educational opportunities, and ensure easy and convenient access to all public places.

Sense International (India)

An organisation set up in 1997 to support the development of services for deaf blind people throughout the country.

SWEEKAAR Rehabilitation Institute for Handicapped

A non profit, non commercial voluntary organisation having a record of 26 years of relentless service - serving mentally handicapped, physically disabled, deaf, aged, drug, widows and destitute.

Thakur Hari Prasad Institute of Research and Rehabilitation for the Mentally Handicapped (THPI)

Established in 1968 as a rehabilitation centre for children, today it is an institute employing more than 250 professional and paraprofessionals in paediatrics, clinical psychology, special education, speech pathology, psychiatry, occupational therapy, special education, hydrotherapy, music therapy, yoga therapy and other multi-disciplinary programmes at work.

Sense International (India)

An organisation set up in 1997 to support the development of services for deaf blind people throughout the country.

The National Curriculum for Elementary and Secondary Education (1988) prepared as a follow up of the National Policy of Education (1986) recommended child centered approach in transacting competencies and skills identified under Minimum Levels of Learning Programme with a view to make education accessible to all children and also to maintain standard and quality of education imparted through out the country. The **National Curriculum Framework for School Education** (NCFSE) prepared by National Council of Educational Research and Training (NCERT) in 2000 clearly recommended a flexible educational system in desegregated schools as it accommodates wide ranges of learners' background and ability in designing improved learning experiences. It stated that 'Curriculum planning must interrelate the facets of classroom services, special support services and personnel and co-curricular activities in creating a new and vital programme which will facilitate curricular integration in its most specific situation'. This was a significant step towards making educational services flexible as per requirements of a child with special needs. Each school is required to adopt personalized pedagogy and a careful investigation into individual aptitudes. This would help children with even multiple disabilities to learn in an inclusive setting.

Legislations

India is one country, which has passed legislations for promoting education and welfare of children with special needs. It may not be inappropriate to mention some of these Acts/Legislations here, which have been enacted for the welfare of persons with disabilities. Some of these are briefly described here.

Rehabilitation Council of India Act (1992)

Rehabilitation Council of India (RCI) was established as per Rehabilitation Council of India Act, 1992 for standardizing professional courses in rehabilitation and registering qualified professionals. In all 38 such courses are operational at Certificate, Diploma, Degree, Post-Graduate, Degree, Master and M. Phil levels. In addition to these courses, four short-term training programmes are also available. Diploma in Special Education (Deaf Blind) of one year duration, Post-Graduate Diploma in Special Education (Multiple Disabilities: Physical and Neurological), Post-Graduate Diploma in Developmental Therapy (Multiple Disabilities: Physical and Neurological), Diploma in Special Education (Cerebral Palsy), Diploma in Special Education (Autism) of one year duration

each are specific programmes meant for human resource development to teach and deal with children with multiple disabilities. The orientation/ training programme of Primary Health Centre (PHC) Doctors also had a strong component of deaf blindness and other multiple disabilities. A list of institutions offering these courses is appended.

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995

The landmark legislation of The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 was brought to ensure equal opportunities for persons with disabilities and to prevent all sorts of discrimination and deprivation against them and to promote their participation in education, training and employment. Chapter V of this Act is on education which has directed Government and local authorities to evolve a system so that every child with disability (including multiple disabilities) has access to free education in an appropriate environment till s/he attains the age of eighteen years. The Act provides that the Government will endeavour to promote the integration of students with disabilities in normal schools, set up special schools for children with disabilities who need special education and to equip special schools for children with disabilities with vocational training facilities. Conducting part time classes in respect of children with disabilities who having completed education up to class fifth but could not continue their studies on a full time basis and imparting education through open schools or open universities are useful services for making education accessible to all and specially to children with multiple disabilities. Special books and equipments are to be provided to every child with disability. Teacher training for making requisite trained manpower available for special schools and integrated schools for children with disabilities, development of comprehensive education scheme covering important components like transport facilities/alternative financial incentives, removal of architectural barriers from educational institutions, supply of books, uniforms and other materials, grant of scholarships, setting up of appropriate form for the redressal of grievances of parents regarding their children's placements, suitable modifications in the examination system, restructuring of curriculum and provision of amanuensis to blind students and students with low vision are bound to promote education of children with one or multiple disabilities. Under Section 57(1) of this Act, a Chief Commissioner for the Persons with Disabilities has been appointed by the Government of India with quasi-judicial powers. The main functions of the Chief Commissioner include coordination of the work of commissioners, monitor the utilization of funds disbursed by the Central

Government, take steps to safeguard the rights and facilities made available to persons with disabilities and submit reports to the Central Government on the implementation of the Act.

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

The most important Act in the context of meeting the requirements of children with multiple disabilities is The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999. This Trust is a statutory body under the Ministry of Social Justice & Empowerment, Government of India with specific objectives to enable and empower persons with disability to live as independently and as fully as possible within and as close to their community and to strengthen facilities to provide support to them. The Trust also extends support to register organizations to provide need-based services to persons with disability in the event of death of their parent/guardian and facilitate realization of equal opportunities, protection of rights and full participation of persons with disabilities. The activities taken up by the Trust include training and monitoring of local level communities, awareness generation through state and district level workshops, advocacy and implementation through registered organizations, preparation of training and awareness material and convergence with other organizations. It has also brought out a booklet for identification of persons with autism, cerebral palsy, mental retardation and multiple disabilities. It is important to identify children with disabilities especially with multiple disabilities including deaf blindness at an early stage so that suitable interventions are planned at proper time to provide support for developing communication skills, learning and living tasks. The Trust through awareness generation programme has already addressed 6000 persons from 16 States and 2 Union Territories. The Trust has schemes for community based caregivers and institutional care which are being implemented by it. Till March 31, 2004, 9% of the beneficiaries covered under SGP scheme were persons with multiple disabilities.

Schemes and programmes

Some of the schemes and programmes of the Government of India aimed at providing education to persons with single or multiple disabilities are as follows:

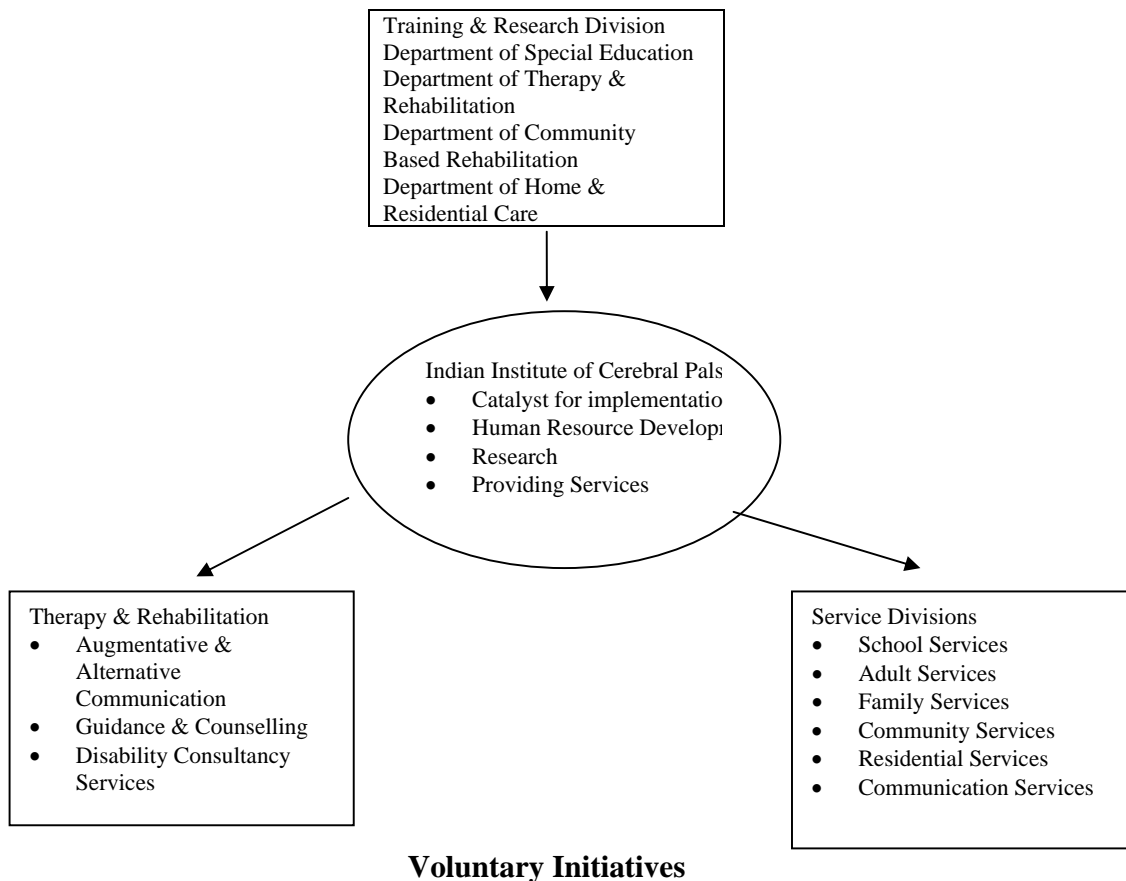
Integrated Education for Disabled Children (IEDC)

This scheme provides educational opportunities to children with disabilities to study in common schools and to facilitate their retention. The scheme provides for actual expenses on books and stationary, uniforms, transport allowance, readers allowance in

case of blind children upto class V, escort allowance for severely disabled children with lower extremity disability and actual cost of equipment. Besides these provisions for teachers' salary, facilities to students in terms of board and lodging allowance, cost of removal of architectural barriers and provision of resource room etc. are also available under this scheme. The Government of India recognizes education as a powerful instrument of empowering persons with disabilities. To quote from the Country Report (2003), "Under the District Primary Education Programme, a World Bank funded programme, which covers 271 districts in 24 states of the country, special attention has been paid to CWDs (Children with Disabilities). This has resulted in 350 thousand additional children enrolling in schools. The Integrated Education Programme for Disabled Children (IEDC) benefits 100 thousand children. The children covered by the programme are provided scholarships, uniforms, books and transport facilities to get to school".

Launching of IEDC has led to a pedagogical movement in teaching children with disabilities along with other children in mainstream schools. However, this scheme is now under revision as per recommendations of National Policy of Education, (1986) Salamanca Statement (1994) and National Curriculum Framework for School Education prepared by NCERT (2000). To ensure that children with disabilities have fair access to higher and technical education, 3% seats in educational institutions have also been reserved for them.

The Ministry of Social Justice and Empowerment (Government of India) provides 500 scholarships to students pursuing their studies at post school level, Braille books, talking books and teaching/learning for education of children with special needs.



Grants to Polytechnics

The Ministry of Human Resource Development has identified three polytechnics, GIET, Hissar Government Polytechnic, Sirsa and B.P.S. Mahila Polytechnic, K.G. Khanpur Kalan to set the example of how to integrate students with disabilities in mainstream technical and vocational education. State Governments will reimburse the costs and uniform allowances and other incidental costs under formal and non-formal training programmes.

National Handicapped Finance and Development Corporation (NHFDC)

It is a scheme of Government of India for enhancing employment of persons with disabilities for any Indian in the age group 18-55 years who has 40% or more disabilities. The Corporation offers a scheme for financial assistance to Parents Associations for Mentally Retarded Persons. The NHFDC has disbursed loans to 3015 beneficiaries during 2001-02.

Scheme of Assistance to Disabled Persons for purchase/fitting of aids and appliances

The objective of the scheme is to assist the needy disabled persons in procuring standard aids and appliances that can promote their physical and social rehabilitation and enhance their economic potential. The scheme is implemented through implementing agencies like voluntary organizations, National Institutes under the Ministry of Social Justice and Empowerment, Artificial Limb Manufacturing Corporation (ALIMCO) and other NGOs. The implementing agencies are provided grant in aid for purchase, fabrication and distribution of aids and appliances. The scheme also includes under its ambit, medical/surgical correction and intervention, which is essential prior to fitment of aids and appliances. The scheme has assisted 173 NGOs during 2001-02. Central Government provides for 100% assistance to the implementing agencies for meeting the expenditure under this scheme.

The Scheme for Promotion of Voluntary Action for Persons with Disabilities

Ministry facilitates delivery of rehabilitation services to persons with disabilities by voluntary organisations through providing financial assistance and technical and administrative support to promote vocational and professional opportunities, income generation and as well as employment and placement opportunities. The voluntary organisations funded by the Ministry are also running rehabilitation centres for leprosy-cured persons, for manpower development in the field of mental retardation and cerebral palsy and the establishment and development of special schools for the major areas of orthopaedic, speech and hearing, visual and mental disability. Under this scheme, the Ministry supports both recurring and non-recurring expenditure. More than 350 special schools and 140 vocational training centres are being supported under this scheme, besides the centres for leprosy cured persons and for early identification of disabilities. During 2001-02, 644 NGOs and Institutions have been assisted under this scheme.

Artificial Limbs Manufacturing Corporation (ALIMCO)

It is a corporation that manufactures quality aids and appliances for the disabled at reasonable price. On going modernization activities as well as expansion of production base is funded by the Central Government.

Composite Regional Centres (CRCs)

Five Composite Regional Centres (CRCs) and four Regional Rehabilitation Centres (RRCs) for Spinal Injured have been set up in different parts of the country. The CRC aim at providing composite rehabilitation services, creating infrastructure for manpower development and will generate awareness. The Regional Spinal Injuries Centres aim at providing comprehensive management and rehabilitation of spinally injured. Government of India provides funds for meeting recurring and non-recurring expenditure of these centres.

Scheme for launching of awareness campaign for prevention of occurrence of disabilities and rehabilitation of persons with disabilities

This scheme has been launched for creating awareness campaign for prevention of occurrence of disabilities and rehabilitation of persons with disabilities in selected districts is being implemented through grant-in-aid assistance from the Ministry of Social Justice & Empowerment. This campaign is planned to be implemented in all districts in the country. Comprehensive rehabilitation services have started through National Programme of Rehabilitation for Persons with Disabilities (NPRPD) and district disability rehabilitation centre.

Scheme of Employment of the Handicapped

This scheme aims to help the persons with disabilities in getting gainful employment either through 41 Special Cells in regular Employment Exchanges or 40 Special Employment Exchanges for the persons with disabilities

Scheme for Home Based Care Givers

This is a programme of the National Trust with a specific objective to build up a pool of trained caregivers who may be hired on temporary/permanent basis by families needing it. It also provides employment opportunities to deserving people. It involves selection, orientation and training of eligible persons for professional care giving, maintaining an agency for registration, placement, replacement of professional caregivers, maintaining close liaison with user families to determine their needs and suggest appropriate technologies and disbursement of financial assistance to the beneficiaries.

National Programme for Rehabilitation of Persons with Disabilities (NPRPD)

This scheme aims at creating infrastructure to provide rehabilitation facilities at State, district, block and Gram Panchayat level with a view to rehabilitate persons with disabilities including multiple disabilities under which centre based as well as community based programmes are encouraged. Under which 11 District Rehabilitation Centres in 10 States viz., Andhra Pradesh, Haryana, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh, and West Bengal were established and resources provided to State Governments for initiating services at the district level.

Swarnjayanti Gram Swarozgar Yojana (SGSY)

This scheme was launched by the Department of Rural Development on 1.4.1999 with the objective of bringing the assisted families above the poverty line by ensuring sustained levels of income over a period of time. Persons with disabilities account for a minimum of 3% of the total swarozgar's (self-employed) assisted during the year. The Ministry provides 75% of the cost of the project while 25% cost is to be borne by the State.

National Scholarship for Persons with Disabilities

The objective of this scheme is to provide financial assistance to disabled students for pursuing higher and technical education. They are also supported for acquiring special aids and appliances for study. This scheme is available to those persons with disability whose family income (monthly) is less than a particular amount. The total number of scholarships is 500 out of which 76 each are to be given to students with low vision, cerebral palsy, mental retardation and multiple disabilities.

Science and Technology Project in Mission Mode on Application of Technology for the Welfare and Rehabilitation of the Handicapped

This project has been launched by Government of India with the objective to coordinate, find and direct application of technology in development and utilization of suitable and cost effective aids and appliances, methods of education and skill development leading to enhancement of opportunities for employment, easier living and mobility, communication, recreation and integration in society. Research and developmental proposals in all disability areas including cerebral Palsy fall within the purview of the mission.

"Label us Alike" Manager Programme of Indian Institute for Integrated Learning in Management (IILM)

This programme is offered to physically disabled students to study management courses for managerial positions so that students so that they could also contribute towards efficient growth of economy. There are no fees for the course and classrooms as well as environment are disabled friendly. This course is available after standard XII.

District Primary Education Programme (DPEP)

District Primary Education Programme (DPEP), launched in India in 1994, is one of the largest education projects of its kind in the world. The Programme aimed to achieve the long cherished goal of Universalisation of Elementary Education in the country through district-specific planning with emphasis on decentralized management, participatory processes, empowerment and capacity building at all levels. The major objectives of District Primary Education Programme are to 1) Provide all children with access to primary education (class I to V), 2) Reduce primary dropout rates for all students to less than 10 percent; 3) Reduce differences in enrolment, dropout rates, and learning achievement among gender and social groups to less than 5 percent; 4) Raise the average achievement levels of students by at least 25 per cent in language and mathematics and at least 40 percent achievement levels in other subjects; 5) DPEP also seeks to strengthen the capacity of national, state and district institutions and organisations for planning, management and evaluation of primary education.

Coverage

The Programme was initially launched in 1994 in 42 districts spread over 7 States – Later, it was extended to seven more States of the country. At present, the programme covers 60 per cent of the child population in the country, spread over 176 districts in 15 states. Further expansion to 60-65 districts is in the pipeline and with this the coverage will go upto 230-235 districts. In addition, similar basic education project covers 17 districts in Uttar Pradesh under the Uttar Pradesh Basic Education Project (UPBEP).

Integrating the disabled

Universalisation of primary education cannot be achieved if 10% of the children, who have some physical, intellectual or emotional limitations are excluded from the general

mainstream of education. DPEP, therefore, has chalked out a concrete programme to provide for Integrated Education for the Disabled (IED) children. The Programme will fund interventions for integrated education of primary school going children with integrable and mild moderate disabilities. Five categories of disabilities covered under the Programme are – visual, hearing, orthopaedic, and learning impairment and mental retardation.

Towards the end DPEP supported 1) Setting up of a State Advisory Group for integrated education in DPEP with at least three experts in the field. Similar group team is to be set up at the district level too; 2) Appointment of IED coordinator at the district level; 3) Networking with NGOs, special schools and other organizations; 4) Development of skills and competencies in primary school teachers through in-service training for early detection of disabilities, functional assessment, use of aids and appliances and monitoring progress; 5) Early detection of disabilities through house to-house surveys; 6) Recruitment of three resource teachers at the block level; 7) Construction of a resources room at the block and cluster level; 8) Provision of essential rehabilitation and educational aids and appliances to children with special needs; 9) Removal of architectural barriers and construction of ramps in the school and creation of extra space for disabled children etc.

Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) is an attempt to universalize elementary education through community ownership of the school system and to provide useful and relevant elementary education for all children in the 6-14 age group by 2010. This called for formulation of context specific guidelines within the overall framework by the States and local need based planning. The focus of the programme is on increasing access, enrolment and retention of all children as well as improving the quality of education. Specific allocation of funds for integrating each child with disability as per proposal is a definite step to promote their education. Various interventions envisaged for education of children with special needs under SSA are creating awareness, making necessary infrastructure for planning and management, early detection and identification, functional and formal assessment, educational placement, preparation of individualized educational plan, provision of suitable aids and appliances, teacher training, resource support, strengthening of special schools, removal of architectural barriers and monitoring and evaluation. Provision of resource room at the block and cluster level, provision of special teachers for specialized tasks and capacity building in general teachers to assess the

child's current level of functioning have full knowledge about the aids and appliances used by children and collaborate with resource teacher for making necessary modifications are positive measures to make education relevant and useful to them. However, children with severe and multiple disabilities need special training prior to be integrated into the general system. Physiotherapy, occupational therapy and speech therapy are essential components of house-based programme needed for these children. Convergence of programmes like training of caregivers, and other services available to families and communities of children with special needs with educational programmes is to be established for taking care of requirements of children with severe disabilities and multiple disabilities. As per data bank on inclusive education in SSA a total number of 16,32,228 children with special needs have been identified out of which 11,30,854 have already been enrolled. Teacher training of 3 to 5 days has been provided to 1,91,208 general teachers while the number of teachers covered under mass teacher training is 11,91,856. However 45 days training to resource teachers is yet to be arranged in several States.

National Institutes

The following Institutes are working in the area of disability education:

National Council of Educational Research and Training (NCERT)

The National Curriculum Framework For School Education (NCFSE, 2000) brought out by the NCERT recommended inclusive schools for all without specific reference to pupils with SEN as a way to provide quality education to all learners. Before that the project integrated education of the disabled (1987) conducted by NCERT showed on an average 91 per cent retention rate which was much higher than for the non-disabled children in ten States/Union Territories where this project was conducted. The financial support provided by UNICEF was analyzed to be one of the most effective factor for this besides parental and community awareness and improved school climate. Absenteeism was low for children with disabilities. Achievement figures also indicated parity between the disabled and non-disabled groups. No other indicators of achievement are available for children with special educational needs.

NCERT is also engaged in making video spots on the education of children with disabilities, which are proposed to be telecast on various channels for community awareness regarding the need to send children with disabilities to school. An external evaluation of the scheme of IEDC has also been undertaken by NCERT and presently revamping the scheme from the perspective of inclusive education is in the process of

finalizing. Resource material for teachers in the form of handbooks and source books is being prepared by NCERT to resolve the curriculum access difficulties that children with disabilities may face in general classrooms. Training modules for teacher educators in inclusive education are being prepared by NCERT with the help of SCERTs.

The major activities undertaken in the Department are research, capacity building, drawing linkages and promoting partnerships for providing quality education to all children including children with disabilities. Some of its major for the year 2003-04 include: Emerging shape of Inclusive classrooms at pre-primary and primary levels and upper primary levels: A Research Study, A Study of programmes and practices for education of children with Special Educational Needs in different States, Effectiveness by Innovative Teaching Strategies for promoting inclusive schooling; An evaluation study, Strengthening of teacher education curriculum from the perspective of children with Special Education Needs, Role of Parent Teacher Associations for promoting inclusive education, Orientation programme for teacher educators in inclusive education and Braille display terminals.

National Institute of Educational Planning and Administration (NIEPA)

This institute plans programmes for educational planners and administrators to improve the quality and administration of education in the country for which various in-service teacher training programmes, workshops, meetings, seminars and briefing are organised for senior educational officers of the Central and State Government as well as Union Territories. This organisation is also involved in training of administrators and educational planners for inclusive education and has provided forum for deliberations on various aspects of inclusive education.

National Council for Teacher Education (NCTE)

The National Council for Teacher Education which was earlier a part of NCERT was established a statutory status become National Council for Teacher Education Act 1993 (No. 73 of 1993) on 17th August, 1995. The objective of the NCTE to achieve planned and coordinated development of teacher education system through out the country and regulate and properly maintain norms and standards in the teacher education system and matters connected with it. The Curriculum Framework for Quality Teacher Education

prepared by NCTE as reflected a strong component of education of children with special needs and has focused on all types of development of child so that teachers could perform their role effectively.

National Institute of Open Schooling (NIOS)

This institute offers bridge courses for persons with disabilities who are not able to attend regular classes and want to pursue their education through open schooling. It has also made certain provisions for children with disabilities. The institute had covered 1482 persons with disabilities in secondary and senior secondary level classes during 2001-02.

National Institutes for Disabled

In addition, six National Institutes established in different parts of the country are catering to the requirements of persons with disabilities in the field of visual, hearing, mental and loco motor disabilities and producing 1870 trained human resources every year. By the end of 2002 they had already trained 41,346 professionals. Each of these Institutes is equipped with large libraries, laboratories and updated assessment and intervention facilities. Till date, these centres have trained over 41,346 special educators, produced 4,62,228 rehabilitation services, 4,12,526 extension services, 10,41,123 clinical services making it 19,57,223 trained personnel available for various types of services to be imparted to persons with disabilities. These are: National Institute of Mentally Handicapped, Secunderabad, Ali Yavar Jung National Institute for Hearing Handicapped, Mumbai, National Institute for the Visually Handicapped, Dehradun, National Institute for the Orthopaedically Handicapped, Calcutta, Institute for the physically Handicapped, New Delhi. Besides this, the Government India also supported setting up of the Indian Spinal Injury Centre.

Preparing teachers for Inclusion

Teacher education plays a critical role in effective inclusive education in common schools. India has set up institutions at all levels, which are engaged in the process of teacher preparation. NCERT has prepared a self-learning package of inclusive education which has been finalized through organization of several training programmes organized for key persons from the States (Julka, Anita 2001) Key persons thus trained are in turn train district level personnel and teachers working in common schools. This package includes topics like concept of inclusion, school readiness for inclusion, classroom management, teaching competencies, guidance and counselling, community resources and evaluation. Recent efforts made by the Chief Commissioner for Persons with

Disabilities for preparing teachers include meeting with principals of public schools in Delhi, workshops organized for 334 government school principals for orienting them for inclusion, an orientation workshop organized for 1800 Municipal Corporation of Delhi schools at six different places. When put in an inclusive set up children learn to appreciate each other's unique strengths and abilities and are helped by each other. Children with multiple disabilities when put in such a set up are likely to get more support from their peer group which helps them becoming an integral part of the school. This automatically leads to enhancement of self-esteem and a feeling of achievement. Involvement of parents, mother's associations and a child's community as a whole makes the difficult process of inclusion easier. Children are accepted and not accommodated. Early interventions in small, multi-ability groups are useful when children are still in the formative stage of development. India is going through a transition from integration to inclusion. However, the challenge of preparing general teachers for inclusive classrooms having children with severe disabilities and multiple disabilities is still a challenge. Looking at the magnitude of the problem and the population of these children scattered all over the country makes the problem very serious. India has a chain of District Institutes of Education and Training (DIETs), which are responsible for imparting in-service training to teachers and also prepare contextualized learning materials. They also run a two year Elementary Teacher Education Course which has to be re-looked into from the view point of inclusion and revised. University Departments, National Level Institutions, State Level Institutions, Panchayati Raj Institutions, Schools and Non-Government Organizations (NGOs) have to establish effective partnership for the same.

Major Challenges

Children with multiple disabilities have some very special educational needs that have to be addressed through properly devised planning and pedagogical interventions. This group has neither been included in the educational chapter of the legislation nor is there any specific scheme to support their education. Since this groups is very difficult to integrate there is a need to devise a scheme for these children and also open special schools which could be managed by teachers specially trained in the process and procedures in handling them. However, it does not mean that India is not doing any thing for this particular group. The scheme of IEDC is being revamped to include children with multiple disabilities. Many courses are being run by various Non-Governmental Organisations for human resource development to take care of their requirements - both welfare and educational. Thus, teacher training is an important aspects which has to be handled first. Specialised institutions need to prepare resource materials for these

children to promote their education and to provide support of them in their all spheres of life. So far as inclusion of children with multiple disabilities are concerned there is a need to conduct more researches and make efforts for their inclusion in the existing schools. This calls for more systematic approach vis-a-vis all aspects of education namely planning, material development, research support, teacher training, classroom organisation, parental and community support and convergence of various efforts at all levels.

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Annexure

List of Institutions Running Human Resource Development Courses for Multiple Disability in India

<u>S.No.</u>	<u>Name of Institution</u>	<u>Name of Course</u>
1.	Action for Autism T-370 F Chirag Gaon, 3 rd Floor New Delhi-110017 Tel-011-29256468, 29256470 E-mail: autism@vsnl.com	Diploma in Special Education (DSE), Autism, Spectrum Disorder
2.	Mind's College of Education Research Society for the Care, Treatment and Training of Children in Need of Social Care, Sewri Hills, Sewri Road, Mumbai-400033 Tel No. 4704340 Fax No. 4702285 E-Mail: mind @bom3.vsnl.net.in	Diploma in Special Education (DSE), Autism, Spectrum Disorder
3.	The Spastics Society of Karnataka 31, 5 th Cross, Off-5 th Main, Indira Nagar, 1 st Stage Bangalore, Karnataka Ph.080-5281831,5280935 Fax-5286129 E-mail: Spasticssociety@vsnl.net	Diploma in Special Education (DSE), Autism, Spectrum Disorder
4.	Tamana "School for Hope" Special School D-6, Vasant Vihar, New Delhi-110057 Tel-011-26151587, Fax -011-26148269	Diploma in Special Education (DSE) Autism, Spectrum Disorder
5.	DISHA, Centre for Special Education Vocational Training & Rehabilitation, 450 AB, Nirman Nagar, Kings's Road, Jaipur-302019	Diploma in Special Education, Cerebral Palsy

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| 6. | Open Learning System,
Plot No. G-3/A/1, Gadakana Mouza,
P.O. Mancheswar Railway Colony,
Near Press Chhak, Bhubaneswar-751 017
0674-2301806/626
Fax: 0674-2301626
E-mail: Olsbbsr_org@rediffmail.com | Diploma in Special
Education,
Cerebral Palsy |
| 7. | Shishu Sarothi Centre for Rehabilitation &
Training for Multiple Disability,
Off. Ramakrishna Mission Road,
Birubai Guwahati –781016 | Diploma in Special
Education,
Cerebral Palsy |
| 8. | Shiv Kalyan Shikshan Samiti
LIG-26, 2 nd Floor,
Harshwardhan Nagar,
Bhopal-462003
Tel:0755-2556663
Fax: 0755-5221868
Website:www.skssindia.com | Diploma in Special
Education,
Cerebral Palsy |
| 9. | Spastic Society of Tamilnadu,
Opp T.T.T.I, Taramani Road,
Chennai-600113,
Tel No. 2354651
Fax No.2350047
E-mail: spastn@md2.vsnl.net.in | Diploma in Special
Education,
Cerebral Palsy |
| 10. | Raksha Society
“Yasmin Manzil” VII/370,
Darragh-es-Salaam Road,
Kochangadi,
Cochin-682002
Fax: 0484-227707
E-mail: raksha@satyam.net.in
Website:www.rakshasociety.org | Diploma in Special
Education,
Cerebral Palsy |
| 11. | The Spastics Society of Karnataka 31,
5 th Cross, Off-5 th Main, Indira Nagar,
Ist stage, Bangalore,
Karnataka
Ph. 080-5281831,5280935
Fax 5286129
E-mail: spasticssociety@vsnl.net | Diploma in Special
Education,
Cerebral Palsy |

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| 12. | <p>Helen Kellor Institute for the Deaf & Deaf Blind,
 (Aditya Birla Centre), Plot No CC-1,
 TTC Industrial Area, Shil-Mahape Road,
 Off.Thane-Belapur Road,
 Vashi Navi Mumbai-400011
 Ph 022-3087052/3018211
 E-mail: hkidbind@bom5.vsnl.net.n</p> | <p>Diploma in Special Education
 (Deaf –Blind)</p> |
| 13. | <p>The Clarke School for the Deaf,
 “Sadhana”, No.3,
 3rd Street, Dr. Radhakrishna Road,
 Mylapore,
 Chennai-600004.
 Tel.No.8572422/8544910
 Fax No.8585855
 E-mail: clarkskn@md2.vsnl.net.in</p> | <p>Diploma in Special Education
 (Deaf-Blind), DSE (HI),
 DSE (MR)</p> |
| 14. | <p>REACH
 18/2/A/3,
 Uday Sankar Sarani,
 Golf Green,
 Calcutta-700095
 Ph.033-473-7223
 Fax 473-7223</p> | <p>P.G. Diploma in Special Education
 (Cerebral Palsy &
 Neurological Disabilities)</p> |
| 15. | <p>Spastics Society of Northern India,
 Balbir Saxena Marg,
 Hauz Khas,
 New Dehi-110016</p> | <p>P.G. Diploma in Special Education
 (Cerebral Palsy &
 Neurological Disabilities),
 PG Diploma in
 Developmental Therapy
 (Cerebral Palsy &
 Neurological Disabilities).</p> |
| 16. | <p>The Spastics Society of India,
 Upper Colaba Road,
 Opposite Afghan Church Colaba
 Mumbai-400 005
 Tel:022-26443666/ 2632364
 Fax: 022-26436848</p> | <p>P.G. Diploma in Special Education (MD: Phy &
 Neur.)</p> |